PUSH AND PULL FACTORS OF NEGATIVE SOCIAL BEHAVIORS AMONG SECONDARY SCHOOL STUDENTS IN DISTRICT BAHAWALPUR

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This research was entitled "Push and Pull factors of negative social behaviors among Secondary school students in District Bahawalpur". Major purpose of the study was to investigate the nature and causes of negative social behavior of secondary school students. The study also intended to provide some suggestions to eradicate causes of negative behaviors among the students. The review of related literature supported in drawing theoretical foundations of the study.

The research focused to examine current situation of the students' behaviors and factors influencing theses behavior. Survey method was used to gather required information. The 500 students and 120 teachers were randomly selected from the secondary schools of district Bahawalpur. Similarly 290 parents of sampled students were also approached to collect information. Three separate questionnaires were constructed and administered to the students, teachers and parents in this regard. The questionnaires focused on examining the roots of different negative social behaviors of secondary school students and factors that promote or reduce their existence among the students.

The collected data were recorded in SPSS files. The findings unveil various factors that play role in developing negative social behaviors among the secondary school students. The major factors, in this regard, are lack of parents' awareness of their siblings attitudes, teachers' weakness in controlling the students' behaviors and misinterpretation of social norms. The study recommends that parents and teachers should understand the needs and psychology of learners and behave friendly with them. They should also present themselves as a role model for the students.

They must try to provide the students basic Islamic knowledge, and understanding of social norms, rituals and traditions. Parents and teachers should appreciate their children when they behave well. This strategy will serve as a positive reinforcement to the young ones. School can play positive role to eradicate negative behaviors among the students. Schools should arrange games and co-curricular activities for promoting positive social behaviors among the students.

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DEDICATED TO

ALMIGHTY ALLAH WHO is more merciful
and beneficent for all
Human beings
&
MY LOVING PARENTS

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ABSTRACT

This research was entitled "Push and Pull factors of negative social behaviors among Secondary school students in District Bahawalpur". Major purpose of the study was to investigate the nature and causes of negative social behavior of secondary school students. The study also intended to provide some suggestions to eradicate causes of negative behaviors among the students. The review of related literature supported in drawing theoretical foundations of the study. The research focused to examine current situation of the students' behaviors and factors influencing theses behavior. Survey method was used to gather required information. The 500 students and 120 teachers were randomly selected from the secondary schools of district Bahawalpur. Similarly 290 parents of sampled students were also approached to collect information. Three separate questionnaires were constructed and administered to the students, teachers and parents in this regard. The questionnaires focused on examining the roots of different negative social behaviors of secondary school students and factors that promote or reduce their existence among the students. The collected data were recorded in SPSS files. The findings unveil various factors that play role in developing negative social behaviors among the secondary school students. The major factors, in this regard, are lack of parents' awareness of their siblings attitudes, teachers' weakness in controlling the students' behaviors and misinterpretation of social norms. The study recommends that parents and teachers should understand the needs and psychology of learners and behave friendly with them. They should also present themselves as a role model for the students. They must try to provide the students basic Islamic knowledge, and understanding of social norms, rituals and traditions. Parents and teachers should appreciate their children when they behave well. This strategy will serve as a positive reinforcement to the young ones. School can play positive role to eradicate negative behaviors among the students. Schools should arrange games and co-curricular activities for promoting positive social behaviors among the students.

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CHAPTER 1

INTRODUCTION

Education is concerned with the development of individual's personality. It involves students acquiring knowledge, skills, attitude and values that are a part of their life. It also involves the development of individual's intellectual, emotional, social, physical growth. Dewey (2008) viewed education as adoption, direction and, development of learning experience of individuals. By experience he meant knowledge, skills, values, attitude and action. The concept of education is a process which make the person educate. It means that a person can be able to better understand real life by education. A person's ability to take the mature decision in different situations in his real life is fostered through education. The Quran clearly tells that Knowledge makes man superior to all creatures in the world due to their abilities and knowledge. The first word of revelation tells us the importance of knowledge. In Surah-Al-Alaq, ALLAH said "Read in the name of the Lord who created." In Hadith the Holy Prophet (Peace be upon him) prayed to Allah "Lord increase my knowledge." McCutcheon (2007) viewed that education is the process in which we conceive that learning must total quality to our lives.

The behavior in which a person behaves or acts something is explained as the action or reaction of a person or animal in response to intrinsic or extrinsic motivation. We can say that it is the manner of acting or controlling. Rummel (1975) says that human behavior reveals in many forms like eating, moving, reading, talking, thinking perceiving. These are all the forms of human behavior. Gordon, (2000) opines that behavior means a person acts or behaves with others. It includes act and behave with people, society, and also things. These behaviors can be bad or good, positive and also negative. Chickiemoma (1961) claims that human behaviors are the result of surroundings and outside experiences. Human behavior is the collection of the activities performed by human beings and influenced by the culture, attitudes, emotions, ethics and social values. In this context some behaviors are common, and some are unusual or limited because of some social values.

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Social behavior is directed towards society, and takes place among members of the same categories. Behavior means a description which involves members of different category of the society. Many social behaviors mean exchange ideas and information between members of different category social behavior. In a sociological view social behavior is followed by social action, which is direct reflect to other people and is cause to happen a response.

In conclusion, social behavior is a process of communicating to others. Social psychologists focus on how individuals act in social situations and how they are directly influenced by social processes. In some situations, the focus is on how an individual is affected by others. It is called social influence. Social influence means direct influence on the behavior of individual which involves judgment power of group. Indirect influence conceives how friends react to a particular situation to each other and how they behave to each other and contact with each other. Human beings are social creation. No person can move or survive without social interactions. No study of behavior would be completed without considering these interactions. McGlynn (2010) asserts that social behaviors consist of a set of interactions among individuals of the same categories.

There are lot of factors that influence individuals' behaviors including social, financial, academic and domestic factors. These factors evidence when students show prejudiced behaviors and discriminatory attitudes to their fellows, classmates, parents and teachers. Bartolomei (2011) mentions unequal opportunities and discrimination as other major factors. Statistical survey reveals that income is the primary issue which involves in developing negative and violent behaviors.

Students face peer pressures, bullying and cliques to drink and smoke in schools. Peer pressures occur when students try to influence to each other's decision. Sometime these pressures are negative and sometime these are positive. Students have an unusual appearance in different races and regions. Bullying can be physical hitting or verbally teasing. Parents, race, gender, and family income are among major factors of attitude formation. Financial stress of the parents is the major cause to leave the school. Danev (2011) mentions that parents' income negatively affects children ability to learn that is why students lost their interest in education accepting negative behaviors. Children have different mental levels. Every child has different needs.

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Particular subject may not be suitable for all childrens. Strict role of teacher's behavior also affect students negatively.

1.1 Statement of the Problem

The statement of the problem was "Push and Pull Factors of Negatives Social Behaviors among Secondary School Students in Districts Bahawalpur". The research is important for studying the reasons of negatives behaviors among students and to develop preventing strategies. It is helpful to parents and teachers for knowing push and pull factors of students' negatives social behaviors.

1.2 Objectives of the Study

The objectives of the study were:

- To investigating the presence of negative social behaviors among secondary school students in District Bahawalpur.
- To examine the perceptions of parents and teachers about behaviors of the students.
- To trace out push and pull factors of secondary school students' negative social behaviors.
- To suggest measures to eliminate negative social behaviors of secondary school students in District Bahawalpur.

1.3 Significance of the Study

- The results of the study are helpful to knowing factors that promote negative social behavior among secondary school students
- The study would be helpful to find out the factors which reduce negatives social behaviors among school students.
- The study would be important for the teachers, policy makers, parents, curriculum designers, administrators and other stakeholders for realizing them the nature of problem as well as its' solutions.

1.4 Research Methodology

The study entitled, "Push and Pull Factors of Negative Social Behavior among secondary School Students in District Bahawalpur" was descriptive research and survey method was used to gather the data through questionnaire. The questionnaires were developed for collecting data.

1.4.1 Population

The major purpose of the study was to identify the reasons of negatives social behaviors of secondary school students and find their solutions. The population of the study was consisted of government school teachers, students and parents in Urban and rural areas of district Bahawalpur.

1.4.2 Sample size

The 500 students, 290 parents, and 120 teachers were randomly selected from the population. The 250 students were taken from rural schools and 250 from urban school. The students were selected from male and female secondary schools. The 60 teachers from rural and 60 from urban school were selected from district Bahawalpur. The 130 parents were selected from rural areas and 160 from urban areas.

1.4.3 Research Tools

Three separate questionnaires were developed to data from students, teachers and parents.

1.5 Data Collection

The data were collected through questionnaire from students, their parents and teachers. Researcher personally visited the schools and distributed the questionnaire and gave clear instructions for data collection.

1.6 Data Analysis

The data were analyzed using statistical formulas and presented in tables and graphs. It helped the researcher to meet the research objectives successfully.

CHAPTER 2

LITERATURE REVIEW

Education can be defined as acquiring basic skills, knowledge, abilities, values, and attitudes of a person. Webster (200) viewed education as a source of developing abilities, knowledge skills and attitude of individuals. It means development and growth of individuals' mental, physical, intellectual, social. Education is one of the most important sources of individual's education. It is education that makes a man conscious about his life and its purpose. Education is the basic right of every individual. In 1948, United Nation Organization approved the international manifesto of human rights. According to its article No.26, Education is the basic right of every individual. It was agreed upon that the basic education should be essential and free of cost for every individual without any discrimination. In 1973, Article-37: B of the constitution of Pakistan declares that the State would remove illiteracy and provide the free and compulsory basic education for all within minimum possible period. Sharma, (2011) has quoted that man is not a social animal but a perfect creature which lives in societies as its responsible members. Educations shape and mold the overall behavior of human being and develop the ability of an individual .In Quran Allah says that "we send the prophet to give the knowledge of wisdom." In another Surah the Quran says "Are the educated and uneducated equal." Siddique (2012) Stated that Allah is the perfect and the most authentic source of knowledge. In Islam Education is the heart and soul of Islamic emperor, originated from Quran and Sunnah. The very first word revealed was "Iqra" Means (read). Hadith also tells us about the importance of knowledge. Rasool Allah (PBUH) says that seeking the knowledge is obligatory of every Muslims, male and female. Another important saying of the holly prophet (PBUH) that Every Muslim should get knowledge even if you have to go to china. Jedaar (2011) mentions that on another place Hazrat Muhammad (Peace be upon him) said when a man dies. All his actions are finished except three things in which, knowledge which benefits the mankind, virtuous son praying from him".

Education is common mean as the process of learning and obtaining knowledge at school, in formal system of education. The process of education does not only start when a child first attends school. One does not only acquire knowledge from a teacher

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rather he also receives knowledge from parents, family members and home environment. Parents represent a considerable role in child's education. If parents adopt good and effective behavior with their children at home, children make better progress in school. Moreover, Parental supportive styles and attitudes not only influence child's attainment level at school but also provide better help to students in the learning process. Researches revealed that there are some parents know the effective skills related to helping styles that can help children in the field of education. They adopt good supportive styles and behavior to provide better help to children. Others adopt different attitudes and styles without having a sight about its positive or negative result**s.**

Dushi (2012) had quoted Some Western thinkers have different view about education. Plato stated that education is the full of feeling, amusement and misery at the right moment. Aristotle (2012) defined education is the formulation of a sound mind in a sound body. Pestalozzi (2012) says that education is a balanced and continuous development of man's initiate powers.T.P Nunn (2012) described that education is the whole development of the individuality of children. John Dewey viewed education as the process of living through a continuous reconstruction of experiences. Very famous quotation of Nelson Mandela (2012) says "Education is the most authoritative weapon which you can use to modify the world". Education is the key for socio-economic development of a nation. It also enables a person to learn how to grow and develop his personality and potential qualities. The main concept of the education is the process for achieving the knowledge and share with other people. It means to convey the knowledge, skills, information from teacher to students and to discover that adds to the quality of our lives.

2.1 Education System in Pakistan

Ministries of Education work at federal and provincial levels. The Federal ministry of education develops the policy and plan at national level but the provinces also involve in developing plan and policies according to their situation values and environments. After the implementation of new devolution plan of 2000 mostly, functions of schools and the responsibilities are dealt by the executive district officers in their respective districts including policy plan and its implementation supervision and monitoring of schools and teaching staff selection of the teachers and transfer of teachers. EDOs is

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also supported by the district education officers (DEOs) at provincial level, the administrative head of the education departments is Secretary, in some situation there are two secretaries the special secretary (school) and   secretary (higher education) supported by the additional and deputy secretaries (Saeed, 2007).

 In Pakistan the education is divided in three categories: elementary grade (1-8) secondary grade (9-12) and after that higher education starts. But when we see the literacy figures which show that there are 6 million working children in Pakistan of the 10 + age group of the people never go to the school. Cutcheon (2007) says that according to universal declaration of the human rights and the millennium goals, Education is the basic right of every man, women and a child. Literacy rates show that half of fewer than ten age group is illiterate. McCutcheon depicts that In Pakistan only1.30 women are able to sign her name in 2004 survey. And 47% girls are not enrolled in schools 6.5 million Children under 9 years are out of the schools 5.1 grade children never complete their education, 35% children dropout from the schools throughout the world, Pakistan has one of the lowest country doing low funding in education 66% of the population lives in the rural areas and there is the biggest difference between rural and urban life. In Pakistan the biggest barriers for the girls education is   lack of access cultural limitations that parents not sending their girls in schools, distance of the schools and   early marriages Domestic responsibilities are also the factors for the cause of dropout rate at secondary level.

2.2   Concept of Secondary Education

Secondary education means the learning process of the students after they complete the primary education. After completing the primary education students join the secondary education. Secondary level is the phase of life when a person is neither completely an adult nor in the category of children. At this stage of life, it is very difficult to handle them. From the knowledge point of view, the subjects increase the knowledge and some subjects involve vocational education. Foreign language and arts subject's students can choose according to their interest and abilities. Technically defining, the secondary education means the formal education of children at the age of 13 to 18 years. It starts after completing the middle school education. In many countries secondary education exists between the ages of 13 to 16 years. At secondary stage, children are trained such demands. They need for possessive about

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responsibilities and the students discover their strength and weakness through different activities. It also helps the students to shape their dreams and build the character as a responsible citizen of society. At this stage the period of adolescent is a very confusing and emotional which lead to refute against the authority. So the secondary education should be able to provide the opportunities to enable them to support themselves and their families and also contribute in society which they belong and live.

2.3 What is Behavior?

The manner in which a person behaves or acts to others is called behavior. The action or reaction of an individual in reply to internal or external motivation is also part of human behavior. Your families physiological reactions like stress response and high belonging pressure is also your behaviors. It is the way a person control herself/himself. It means that behavior is a way in which a person acts towards people, society and other thing. It is sometime bad or sometime good. It can exhibit normal or abnormal present in community; customs. When children grow, and develop, their social behavior begins, to develop by observing and copying the actions of other people (Lopper, 2006). Behavior is a person's action or reactions to some direction and motivation. So the behavior is different in different situations. Behaviors such as contacts with others, helping, sharing toys, games and also showing concern about others feeling and behaves according to moods and situations. Human beings in nature live with other people and organize themselves into various kinds of social grouping, villages, and cities in which we work together and interact with each other's in many ways. We combine the socialization with others and accept the various social behaviors in society. Every person is born in a social, cultural setting including family, community social status, language, religion. So the person develops many social interactions with social settings which include home, family, peer, others neighborhood friends and relatives. All these social connections of an individual influence behavior. Social change in society also affects human behaviors. Lewin's (1951) stated that behavior can be viewed is the action of a person in the environment. Baloqlu (2000) viewed that behavior is the result of interaction of individuals with environment. Human behaviors are influenced by culture, attitudes, emotions, beliefs, and ethics. Some hereditary, behaviors are common and some are unusual, some are

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acceptable, and some are outside acceptable limits. There are some main reasons of behavior differences which particularly individual differences. In the following pages, factors like intellectual difference, physical and personal differences to change the behaviors have been discussed

2.3.1 Gender Differences

A person changes because of maturation and development. Every person is born a boy or girl this is called the gender difference. Girls as compared to the boys. The girls are delicate and soft in nature. On the other hand boys are emotional and strong. It is the gender difference.

2.3.2 Intellectual Differences

Some people are genius and some are lazy. With respect to intellectual abilities it is found that those girls get low marks who feel inferiority complex compared to those who feel superiority complex.

2.3.3 Physical Differences

A person differs from others in physical appearance and facial features, growth and development Energy, height, weight and size, these factors in some people show dull or some are very active.

2.3.4 Personal Differences

When we notice that individuals are different from others in their interest, abilities, values, attitudes, and habits. When a person does not develop these habits in his personality- an individual feels emotional problems. So these persons become frustrated, emotional or angry people.

2.3.5 Differences in Family Patterns

Family patterns are traditionally responsible for their children behavior or character development. When they reach at the age of adolescent a child becomes aggressive and behaves rudely with fellows and family members It shows the parental mismanagement and family disturbance because these behaviors are directly influenced by family problems. Joint family system where there is lack of domestic

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resources and shortage of the basic needs or facilities create the disturbance and frustrations.

2.3.6 Financial Status of the Family

Social and financial condition of parents in which poverty that is the main factor which create the problems for the boys or girls, But the girls are specially affected because of the attitudes, behaviors of the society. The limited incomes of parents directly affect the education of their children and girls do not get even the basic education and wait for the marriages. So poverty is the main reason that affects the health and diet of poor family children. Health facilities are very expensive and that is why mostly students drop out from the schools because of these diseases when they not access good health.

2.3.7 Family Structure

That is the main causes of families' discriminative attitudes, Girls instead of attending schools, perform household duties wash cloth cooking etc. The boys feel free and they spend time in their studies. In subject selection, boys like to study math and science and the girls study history, fine arts, drawing and home economics. Some time, system of family discipline also affects girls than boys. Strict discipline and rules for girl. It is noted that biological factors, family factors, cause behavior problems (Gordon, 2000).

2.3.8 Disability Factors

These factors can be experienced in pronunciation, psychological sickness, hearing sickness, or weak eyes sight, the poor vision that is the biological factors. Biologists say that disorder behavior may be a result of accidents, bacterial diseases and brain injury. These disabilities also directly affect the human behavior in negative way.

2.4 Types of Behaviors

The way in which people respond in different situations, can be described as types of human behaviors. Kurtus (2007) states when the people or animals behave in different situations or against different stimuli, they actually show some types of behaviors. Emotional Behavior is that when a person reacts emotionally in some situation, i-e

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Persons or animal's response with anger, fear, joy, sorrow or excitement. Anger and fears are reactions to a threat or over sensitiveness. While sorrowful emotions are emitted at losing something. Every individual, at any given time shows particular emotional level and predict various moods of emotional behaviors. Some Behaviors when a person behaves rudely or reacts in a way which is antisocial and breakdown social rules and laws or harm others not to follow the values, is called bad behaviors. Un- controlled Behavior a person or animals respond in a mannered to show the uncontrolled behaviors for instance in some situations some peoples angry emotions and same person control their behaviors. A person gets angry when they shout and lost their temper. Group Behavior: A society in which an individual are born and they voluntarily join the group and share the occupation, beliefs, interest relationship. In this situations where a group of the people act as a group. The group of the people behaviors influence to others. When the people working, living in groups they influence and become almost like an organism s of itself. These groups influences how a person thinks and behaves to others. Emotional behavior of every person have different emotional levels when a person not take interest or enthusiastic about anything and careless to the others to show, It leads to self-destructions, thinking about suicide, rise of pity to show the behavior of less careful about anything. When a person is angry, he/she show blatant, destructives to show the angry behavior. When a person takes interest in anything which respects shows communicates well and believes ideas to show the enthusiastic behaviors. In this context bloom taxonomy of education (1956), is very important in educational context especial focused in which on affective domain to develop the social behaviors. There are three categories of taxonomy. The first is cognitive domain which relates to the knowledge that the objective students will be able to learn the facts and concepts. The second domain is affective to develop the values, attitude. intrest, the third is psychomotor domain which relate to physical skill development.

2.5 What are Push Factors

Zengyan et al (2009) identify that push factors means the negative factors driving the people or students from one place to another and the pull factors are positive factors to attract or motivate the people to stay with or retention. Zengyan et al (2009) had quoted that Bogue suggested that push factors means to decline the natural resources

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or prices paid for it. Less of employment, demanding treatment due to political, religious, ethnic alliance, lack of opportunities for personal development, employment or marriages and natural disaster such as floods, earthquakes and pull factors include the better opportunities for employment, higher income or education. Living condition or opportunities for new activities environment or people. Rosenberg (2012) says that the push factors involve potential which act to run away from a place and the pull factors means move them to a new location. Joynathsing (2010) had quoted that push motives are those which force the people to move another place. These may include better facilities of education, cultural needs and needs for changing environment, self-actualization and belongingness. Murray (1938) describes the human motive that is the basic human needs in which some primary need (Biological) others are secondary needs. After that Maslow (1950) discussed the human needs, they also called the hierarchy of human needs. These needs include the physical, safety, social, ego, and the self-fulfillment that is the first need of human beings. When these needs not fulfill child become aggressive they breaks and destroy the things.

So the push motives mean the motives that push the students to leave the school and move to another for safety and needs. Push factors are those which compel persons due to different reasons, to leave from one place to another place like lack of opportunities, poor economic conditions of parents. These factors push the students to leave the schools. Kainth (2009) has defined that push factors are those factors that force an individual to leave a place because of some reasons and to drive some other location.

Brown (2004) describes that a student's leaving out who present in regular system of education before completing the programs for which he/she was registered. The definition shows that at all level of education i-e, primary, elementary, secondary or higher education, that student who leaves school or institution or move to another institution is called dropout. It means we say that if a student exist any formal system of education at particular level without completing the programmed for that level. He/she can be classified as a drop out. Brown (2004) many students drop out the school at secondary level before completion the final education. They face many problems in many countries and especially in developing countries. Most children leave the school without acquiring basic skills, due to limited learning opportunities

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and overcrowded classrooms. In Pakistan increasing high dropout rates are at secondary level.

So the push motives develop the negatives behavior among students in which parents conflicts like divorce, parents quarrels' with each other's all the time or others family problems, poverty, bullying, discrimination.

2.5.1 Environmental Factors

Environment has the great influence on individual behavior or attitudes. Social environments around the child like food they take drink or poor social environment, maladjustment in culture or manners, way of dressing, and building, are very important to modify or shape of the behavior. Traditionally, social environment prefer to give education to boys who remain at home. The girls get married and live with their husband. So the environmental factor is also included when children are resistance to negative factor which affect their life, poverty that is the great effect of their negative behaviors. Sabates *et al* (2010) suggest that many students leave the school without acquiring basic skills because of limited opportunity, overcrowded classrooms, Insufficient material, and unqualified teachers. Alexander (2008) says that children of different age groups and abilities are mixed together in single classrooms without proper teaching method for providing the effective learning skills. These factors push the students to leave the school without completing their education. Little (2008) says that circumstances together with personal, family factors, ill health, poverty, access of education, for many children. Lewin (2009) says that in some of the countries drop outs rate are low because of available learning opportunity. Child completes secondary education including South Africa, Namibia, Armenia, Philippines and Botswana. Atasi (2004) mentions that some school factors including poor environments, corporal and physical punishment, and school activities fighting with peers, discipline problem, and poor examination system. Due to lack of interest in some subjects, they leave the school. Migration and marriages may be the reasons of dropout rate declining student's interest in studies and eventually they leave the school. So, these environmental factors greatly influence on the human behaviors. The children lose interest in studies and develop the negative behaviors among secondary school students.

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2.5.2 Poverty

Poverty is the major issue in developing countries especially in Pakistan which directly affect the change of behaviors. Recent survey shows that 40% of the population in Pakistan lives very low level of poverty that negatively affects the behaviors of children. Ghafoor and Baloch (1994) accept that poverty is the main problem against education in Pakistan.

2.5.3 Financial Problems

Any person suffers financial loss at one situation to others. When a person lost his/her job and even not be able to pay utility bills how could he manage to send the children in a good school. While wealthy families have the financial resources to send their children in high quality schools including tutors. These causes negative affect on children's ability to learn. Sabates at all (2010) had quoted that poverty influences the students' inability to pay school fees which pressurize the students to leave the school to work earn and increase the income to improve their family condition.

2.5.4 Geographical Factors

In urban areas transportation system is well developed. These factors are less drop our rates in urban areas. In rural areas public transport is less developed and students have to travel for a long distance to reach the school. This factor is very important that is the main reason for leaving the schools. Migration of parents, and no boundary walls of schools, no latrine and drinking water facilities, no electricity in schools, and no building to push the students to leave the school especially for female students. In urban areas female education is increased as compared to male education. Female students schooling rate much higher than male students. This situation is changed because of the government efforts and facilities in urban areas to increase the retention rate of female students and also the attitudes of parents in urban areas is very much important to increase the retention rates in female education (Goswami, 2009).

2.5.5 Teachers Related Factors

Due to shortage and absenteeism of the teachers student does not take interest in studies and leave the school. In adequate trained teachers do not understand the psychology of learners, harsh attitude of teacher's with the students develop the

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negative behaviors. The teachers are considered the most crucial factors in implementing all educational reforms at the grass root level (National educational policy, 2010). Baloqlu (2011) quoted that good behavior must be developed through process in which teachers and parents play their role as a model. McCutcheon (2007) mentions that in Pakistan teachers in government secondary school are ill equipped, less trained, or not prepared as school system. The World Bank reports that 58% of primary and secondary teacher's lack proper training, Shortage of the female teachers in rural areas, low salary packages are the factors due to which students lost the interest in their studies. These factors develop negative behaviors in students. Dr. Hussain *et al* (2011) says that teacher's absenteeism, and shortage of the teachers is common in female teachers especially. Inadequate residential facilities restrict teachers to go to school, particularly in female teachers of rural areas. Lee et all (2000) mention that low quality of teachers, transfer of good teachers to others schools, poor infrastructure of education system also cause to leave school and create negative social behaviors.

2.5.6 Physical Factors

Physical factors increase high dropout rate including corporal punishment and develop the negative behaviors of the school students. In 1989, 50% Pakistani teachers give physical punishment. According to the society for the protection of the rights of children 35,000 schools children in Pakistan leave from their schools due to physical punishment. Although Pakistani government banned the physical punishment in school in 1999 but teachers do not completely implement their rules. Two third of the population lives in the rural areas and is deprived of the basic facilities of life. Climate influence, physical features, difference between urban and rural life that directly affect the personality outlook, characters of an individual's their dressing, talking behavior, or attitudes. These factors significantly effect on students' behaviors.

2.5.7 Economic Factors

Economies play a vital role for increasing social problems. The study of national Centre for education statistics in 2004 highlighted that the income is primary issue which involved in a student's negative behaviors. Economic condition in any country

plays a vital role for the development of country which increased the retention rate. But low income of people increase dropout rates and students have to leave the school. Survey result shows that 40% of the population lives below poverty level. Ghafoor and Baloch (1990) assert that poverty is the major problems for the children of leaving school. (MCutcheon, 2007) suggested that financial position is the main reason for dropping out in schools. They are unable to pay tuition fee, do not buy text books, and even cannot purchase uniform, and if the school is not providing quality of education, the children continuously drop out in the school increased. Sabates *et al* (2010) had describes poverty is the major cause for dropping out that increase the ratio of children to work and earn the income and consequently drop out from the school. Economic conditions of parent's affect the negatives behavior among the school students and they leave the schools (Goswami, 2009). Cost of Schooling fee, uniform cost, traveling facilities. Poverty, poor living condition is the reason due to which students do not go to school. The girl's household duties and domestic work and the boys work in agriculture fields or labor, these factors push the students to leave the school. Through education, individuals gain skills, knowledge and motivation which increase their potentials and economic awareness.

2.5.8 Curriculum Related Factors

Current Curriculum and learning environment do not create the harmony with the basic needs and abilities of children and not fulfill the need of the community. The students do not take interest in studies. These less motivational factors push the students to leave the school and to go to workshops or factories for earning they do not get interest in studies because curriculum is not related to the needs of child psychology, old and traditional method of teaching, text book material is not developed with learning skills and any vocational skills. So the child does not take interest to go schools. These harmful factors develop the negatives social behaviors among school students.

2.5.9 Administrative Factors

Weak supervision and administration is the major cause of high dropout rates, political interference, un attractive environment, overcrowded classroom that effect the students behavior harmfully (Hussain *et al*, 2011).

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2.5.10 Low Academic Achievement

Low academic achievement is another cause to push the students ultimately dropping out of school. Castellanos (1986) suggested that academic failure is the situation in which the subject does not attain the expected achievement according to his/her abilities. There are three elements that cause academic failure namely parents and family related factors, teacher's factors and students' personal factors. Academic factors mean difficult teaching method, inability to understand course material. These factors disturb the students and develop the negative social behaviors; they lost the interest in their studies and leave the schools. So low academic achievement student develop negatives social behaviors among students.

2.6 Health Issues

It is commonly said that healthy mind is in a healthy body, Irregular attendance is the result of child's health that creates problems to push the students to leave the school. Christos and Michal Eons discuss the same problems is this content and related the personal/family problem: marriages, death of any family members, traveling problems, parent's separation and other family member's problems. Social risk factors involve demographic factors like race, age, language, gender, family income, parent's education; family system children from Low family income, single parent's household not complete the formal system of education. Academic risk factors involve low grades, low educational expectations, early grade retention factors that are caused to leave the schools and create negatives social behaviors.

2.7 Factors Related Family

Poor motivational level of parents is the big issue which is related to children for drooping out. Illiterate parents do not understand the importance of education. So they do not send their children to schools. Ghafoor *et al* (1990) show that children of literate parents take more interest in their studies and illiterate parents are more conservative and follow the traditional rules of their families specially are not agree to send their girls in schools. Saqib *et al* (2004) says that the study of Homles, 2003 shows education of father is the great impact of child education. Saqib *et al* (2004) quoted that education of their father increase the level of boy's retention rate in school and less dropout rates. Hussain (2011) reported that father's and mother's educations

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play important role at all level of their children education. So the families factors are significantly affect the behaviors of students.

2.7.1 Parents Attitude towards their Girl's Education

Balquees and Saqib (2004) had quoted that in Pakistan at primary, middle, secondary level over all, female receive less education than male. Low opportunity for female education in rural areas. Early marriages, household duties, lack of single gender school, force girl students to withdraw from the school. Distance of school Parent's considered that the boy's education is necessary and the girl's education is luxury. Balquees and Saqib (2004) measure that female receives education less then male students especially in rural areas schools. So the attitude of illiterate parents about their children education affects the negative behavior of students.

2.7.2 Parent's Role about their Children Education

The attitude of parents about their education is change in urban areas as compare to rural areas, significantly mother role is very important about their children education and also increase the retention rate for female education especially in urban areas. Balquees and Saqib (2004) say that role of mother enhance the educational attainment of girls. She also found that female education is less then male because of Gender discrimination. Restriction for girls is based on gender and cultures, Race, culture are religion and the socioeconomics condition of parents affect the negative behaviors of students.

2.7.3 Parents Conflicts

Eugster (2007) Says when parents have different belief, thoughts, standards, and concern. When they do not interconnects with each other's politely and not tries to resolve the conflicts. They may harmful at the end of result they separated or divorced. Parents conflicts including divorce of parents, fighting amongst parents, sibling fights, separation of parents, death of father develop negative social behavior among school students (Goswami, 2009).

2.7.4   Migration of Parents

Migration of parents is also another factor to push the students to leave the school because the children do not accept the new environment when their parents migrate due to job condition or any others reason. The change of school environment children misfit as a result in new environment, they lost interest in their studies.

2.8   What are Pull Factors?

Joynathsing (2010) viewed that pull factors mean the external forces that affect the personal interest or choice. It means pull factors includes man made attraction or interest to change the environment and climate which the interest of a man is the pull motives like the natural attractions. Historical sights, beach, climate. Joynathsing (2010) distribute as the domestic with depend unfavorable environment, facilities, effective service quality, cost satisfaction. Both push and pull factors depend on individual interaction. Joynathsing (2010) suggest that student's dropout because they have internal motives and because they are pulled by external forces of destination. Kainth (2009) has viewed that pull factors mean to motivate an individual to move to other location for better living opportunity increase income, improve working condition, and improving high standard of living condition. Pull factors which include for instance superior opportunities for better employment. Higher income of education, better living opportunities, good living environment. Pull factor, are those factors which motivate the students to move one place to another for better living opportunities and also improving the working condition like rural people move to urban areas because of the high paid jobs. The researcher argued that push factors are stronger rather than pull factors. Push and pull factors are closely related. Push factor are those which directly push individual to develop negative behaviors. Factors of retention provide the opportunity to refresh, relearn, obtain new skills and help them to next level. Anderson (2004) mentions that a reason of student's leaving school. She describes different reasons like economic reasons disability factors including emotional disability, behavioral disability, mentally slow learner, school types i-e rural or urban to home language due to which language not understandable for students that is why they lost interest in studies. These disability factors develop negative behaviors among school students.

So the pull factors means external motives or more attractive environment. Better living environment among the people. Low bullying, no teasing to others, not show any discriminative behavior to others, better living condition of parents stay at one place.

2.8.1 Educational Related Factors

School formulates discipline policies and applies it to all of the students, engage students cognitively, psychologically, behaviorally to complete their education, increasing the importance of vocational education at secondary level is developed to alternate increasing the retention rate like summer school and extend the school programmes. Caring and loving teachers develop relations with students. School provides the opportunities for students. So they complete their academic goals. Curriculum should be based on relevant life skills and to meet the student's future needs to increase the retention rate in education school should provide guidance and counseling services for developing problem solving skills by making effective peer relationship, conducting small group discussion session in classroom and by assigning the duty of each student to participate and work together. (Anderson, 2004).

2.8.2 Role of Family

Parents who academically support the child in education and completion of their daily homework are supportive in promoting positives social behaviors among children. Parents should provide the motivational support to their children. They should talk to the children about future plan, monitor their children's activities that their children had to go and to know about their friends.(Anderson,2004).

2.9 Social Behavior

At the time of birth, human are the social creation. Actually without any social interaction a person cannot live in society. If he lives independently. People interact others in society and accept the different behaviors from society, family and peers that is the social influence. Social influence means direct influence of the behaviors of the individual like group decision making, and also indirect influence how an individual react in a particular situations to each other's and how they behave. Social influence way is the people effect the thought, feelings and behaviors of others person change

the behaviors due to the request or suggestions from an others person. Sands (2003) viewed that social behavior is a term which describe the behavior exhibited by an individual in society which is most important that how an individual accept the behaviors from peers or avoiding the behavior which is not acceptable. This definition shows that how individuals interact with each other's within a group or society living environment. Parents should try to work together schools and formulate the plan and policies and develop the positive change in students' behaviors.

2.9.1   Reasons of Negatives Social Behaviors

There are many factors which develop the negative social behavior - Including family background, and school related factors. Family factors involve poor parental relationship with a child who is directly related to the academic achievement, parents' economic condition, poverty; unemployment parental psychological disorder means depressed family life, parent's background of antisocial behavior. Parents, who are involved in drug abuse and alcohol, disturb family life. These factors develop the negative social interaction with community, family and educational environment and influence the child's temperament and ability. Other factors like media violence through television, films internet, and videogames increased the violation behavior of an individual aggressively. Family incomes also have critical effect because an individual is not able to improve life circumstances. Wealthy families have the financial resources to send their children in high quality schools, arrange financial stress on the parents can cause a child to leave school. Low income of parents negatively affects children's ability to learn. Gender discrimination is a common factor among children. Balquees and Saqib (2204) says that gender discrimination common aspects in developing countries specially appearance in rural areas. This behavior seriously affects the negative behavior among children.

2.9.2   Bullying

Cohn (2003) viewed that the Bullying is very common issue in our schools and society in which involve physical attack, fighting. Hurt others, hitting, kicking and harassment, it can lead to the serious violence like use of weapons, destroy rules and regulations and not respect of others basics human rights that is very harmful. Bullying means physical harassment towards physical attack, verbal assault in

dominating to another individual, there are so many factors which develop the bad habit of bullying; family factors, school factors and also peer pressure to promote negative behaviors among students. Cohn mentions bullying factors that a child receives from family, school and also peer group.

2.9.3 Students Face Peer Pressure

Students involvement in drinking or smoking are very common problems in schools, Peer pressures occur when students try to influence to each other's decision. Sometime this pressure is negative and in some cases positive. For example, A peer can encourage his/her friends to go out for a sport team but such pressures also cause to drink alcohol, and smoking. Bullying exists when a person repeatedly picked on by someone more powerful than he is. Students have an unusual appearance in different race and region. Bullying can be physical hitting or verbally teasing. Bullying behavior is the cause of peer pressure. McDaniel, (2005) financial problems that affect the social behavior of the students. The meaning of the financial problems associate to the difficulty in paying off debts and individuals are not able to pay their bills because of low income level and not are able to buy a house or even to get a job. Tuition fee is very large expenses for students. Living expenses and extra such electric bills, food and others necessity need a lot of expenses is required for buying new clothe and parties lifestyles is more expensive. There are many causes of financial problems, unemployment and loss of income personal planning expensive emergencies related to the financial problems that affect the negative social behavior of the school students.

2.9.4 Classroom Related Negatives Factors

There are many factors including classroom problems. Richard (2005) poor classroom design create the discipline problem for instance when students are not seen teachers or board from their seats during classroom. They are unable to understand the concept. So in this situation discipline problem is aroused loud noising, bullying, threatening verbally or physically. Some learning disabilities increase disruptive behaviors among school students.

2.9.5 Unequal Opportunity

Unequal opportunity for other individuals and also including discriminating for those individuals who come from the poor background, low income could not get the equal opportunities in education systems. The economy plays very important role in solving social problems that effect on students and schools. There are many reasons of children leaving the school and develop negative social behaviors. Child can help to support the family financially. Statistical survey (2004) shows that income is a primary issue involve for a students in making of decision to drop out of school. Substance abuse at early stage many children addictive substance, illegal drugs and alcohol leads to the problems in the form of violence, criminal behaviors and loss of interest in education.

2.10 Anti-Social Behavior

Anti-social behaviors including aggression, threatening, angry, and teasing also define as negative social behaviors. High level of anti-social behaviors including hostility towards authority and involve in violent behavior. They do not care for the feelings of others and try to hit others and communicate the aggressive act anti-social behavior include the problems family and treated very harshly. This behavior exhibits such as death of parents or divorce, early alcohol, school failure criminal behavior. There are different types of negative behavior, avoiding behaviors. Moody behavior and self-destructive behavior. All the different behaviors depend on different reasons for instance if you are depressed, you try to avoid the others. Anti-social behavior means disruptive behavior involves hostility. Intentional aggression towards others as a result of violation of social rules, show authoritative behaviors towards others, aggressive action against sibling peer, parents, teachers others adult such as verbal abuses, bullying, hitting, alcohol abuse that is the antisocial behaviors develop the negatives behavior among the school students. Disruptive behavior or anti-social behavior is every common factor that makes the teacher stress and also affects the ability of teacher's capacity how to maintain a productive learning environment. So the disruptive behavior is also the cause of negative behaviors which is the reasons of negative behaviors, and lack of communication is the reasons of negative disruptive behaviors. Baloqlu (2011) had quoted that disruptive behavior including frustrating, irritating and stress completely breakdown the classroom discipline (Arriola, 2002).

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Anti-social behavior is the disruptive behavior include hostility and intentional aggression towards others which involve the violation of the school rules, show authorities behavior, aggressive action against sibling, peer parents, teachers and others adult verbal abuse, bullying, hitting, drug, alcohol use abuses cause of negatives behaviors. Clark *et al* (2002) Anti-social behaviors mean any acts that disturb the social rules and the basic rights of others in which destruction of property, illogical behaviors, stealing.

2.10.1 Causes of Anti-Social Behavior

There are the reasons of negative social behavior including family, community, and educational environment. These factors influence the children temperament and mental ability, violence, parents background of anti-social behavior, parents involvement in drug abuses and alcohol, disturb family life, corporal punishment, parents psychological disorder, it means parents disturb life, parents economic condition, poverty, unemployment also others factors including media which increase the violation behavior and they behave aggressively these are the reasons of anti-social behaviors which develop the negative social behavior. Clark *et al* (2002) and Black (2012) viewed that Social and family environment is also the reason for the development of anti-social behavior among student, unsuitable discipline and insufficient supervision in home directly related to anti-social behaviors. Less supervision in broken families a child abuse, drinking is the reason of Anti-social behaviors. When a child grow up in this broken family develop the emotional, psychological disorder. These anti-social factors develop the negative behaviors among students.

2.10.2 Deviant Behaviors

Deviant behavior is directly related at secondary level students. They involve in Drug abuses, smoking, poor family system including divorce b/w parents, family stress, parental behavior control and also the parent's education have the great effect of negative behaviors of students.

2.10.3 Educational Environment Related Factors

School factors include ineffective discipline system, negative school climate, lack of curriculum related according to child psychology and mental ability, school violation, passive instructional strategy, not focused the students learning style, poor peer support, depression or others mental problems, substance abusers influence individual and develop the negative social behavior. Good behavior is the most important for effective teaching and learning. There are few children who come without any problems. At secondary level there are many common problems that affect the children behavior at school level. Students misbehaving problems very common accruing in public school. Every individual behavior have a cause because the problem of behavior of a child have a number of causes but the behavior problems are not heredity in nature, there are many causes in social and psychological environment of the child. The cause of the environment or social may affect the behavioral problems. Dash had mention some cause including home reasons because those children who come from the low socio economic condition. In this environment they are brought up, they receive the education from their environment. These problems occur in those children who come from the middle class or low class societies. The environment of home in which their parents make authoritative behavior over their children. So their children are brought up in authoritarian behaviors of parents, they behave bullying, and teasing, threatening towards their class fellows. Some school environments increase the behavioral problems of children. The school policies, behaviors of teachers with their children, moral and psychological environment of the school, lack of pupils teachers interactions, unsuitable curriculum, favoritisms of the teachers, inability of the teachers to control the class in overcrowded classrooms which is leading to the negatives behavioral problems. When school forces the children to abide by the rules but they don't find any justification of the school policies so they violate the school policies and discipline. Less opportunity for providing academic success to increase the high dropout rates when students get low marks or fail the subject. They frustrated and failing to achieve the good grades. Lack of effective climate for caring and supporting the students. The students, become frustrate these factor push the student to leave the school. There are many factors which increased and develop the negatives social behaviors among students including poverty school factors, teacher absenteeism,

school location, poor quality of provision facilities, poor quality of education, inadequate facilities, overcrowded classrooms, common reason increasing dropout rates and develop the negatives behaviors. They push them to leave the school. In school and society children spend most of their time, society and sport activities in groups. These activities shape the child personality both positively and negatively. This social interaction by peers, groups has that positive and negative impact which directly effects on child. Quality of education is the most Important in achieving a goal of the system of education in any country. Hussain (2011) says in Pakistan that quality of education in generally at all level is not satisfactory there is the highly dropout rates. Lack of school building. Shelter less schools do not provide the basic needs in school that push the child to leave the school, lack of basic needs in schools they leave the school.so the educational factors which is directly affect child behavior. They lose interest in studies and develop the negative social behaviors.

2.10.4 Aggressions

Every person gets angry occasionally, because anger is natural human emotion. Angry person shouting shows his anger by the door angrily. Aggression is the behavior that motivates an individual to harm another person. Physical aggression causes very harmful results including death by using weapons. Anger is the main source of aggression which results in any response of frustration. Verbal aggression includes behaviors such as bullying, treating to others. Verbal aggression in which include the biological factors but also involve the social environment. These factors very harmful to others. Elizabeth Scott, (2005). Aggression is a mood of person to contact and behavior where one can clear his/her feelings, needs, without any respect rights, and feelings of others. Imtiaz, (2010), suggested that aggression mean that opposed and always ready to fight with others, damaging and not constructive or positive behaviors. It shows the internal condition of mind. Jan (1992) mentions that peer correlations is significantly affect aggressive behaviors among students.

2.10.5 Social Issues among Students

Bullying is also a cause of the classroom disruptions. Bullying is the most common problem in classrooms .it occurs at any age group in which students calling to others student's names as physically hitting or kicking to others. Personal problems cause

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youth including family problems. Weak academic skills, economic needs that are the reason of drop out at secondary level Cause develop the anti-social behaviors due to the direct influence of the peers.

2.11 Conclusion

School build a positive climate, safe from violence, make effective classroom discipline, improve supervision of the school. It Provide free and positive learning environment that improve the communication between parents and students. Increase of parental involvement in their children's education. Keeping the students in school makes better communication between students and teachers. School also maintains the effective supervision. Enhance system literacy programs, students' daily attendance monitoring, and Peer counseling. Classroom size would help the teachers to maintain the classroom discipline. Behavioral engagement of students includes attendance, classroom participation, which involve extra-curricular activities. Cognitive engagement means processing engagement means academic information or becoming the self-regular learner in classroom. Psychological engagement includes identification of school policies; create positive environment, quality of teacher's student relationship, provision of academic or motivational support, Parents and family enhance the students' involvement in school and increase the retention rate that bring a positive change in student's behaviors. Behavior of an individual can be controlled by internal and external factors. Through the presence of role model and other social reward like praise and prize, apply positive reinforcement techniques to change the desirable behavior. Specify the clear rule of the classroom and maintaining the discipline. It means to give the students freedom to teach and interact with each other and make the healthy environment in classroom. Parents play vital role in academic achievement. Parents should talk about their children studies and future planning and should go to the school and attend the school meeting. Shaw (1975) suggested that school environment has significant importance in shaping of individual personality which should be comfortable, attractive, free from stress, and also healthy, mentally motivated children and interesting and social development in which all children work together, sharing experiences and knowledge, emotionally free from stress and fear, flexible from harsh discipline, emphasize from competition, focused on learning less teaching and activity based. Jan (1992) suggested some techniques to

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overcome the negative social behaviors among students. A teacher can accept the student's efforts when they begin social communication in suitable way with fellows. Encourage helping behaviors in positive way. Use progressive discipline skills. Care each child struggle to resolution personal conflicts. Anderson (2004) gives some suggestion to overcome the negatives behaviors for create positive environment and develop the teacher students relationship by providing the counseling services about personal matters, peer tutoring organize the class discussion session they are engaged and contribute at the end of learning product, Lehr (2004) had quoted that some types of engagement including academic engagement regular attendance. Academically always to give some talks to complete it. Behavioral engagement in classroom activities and participation or extracurricular activities. Mentally involves in creative work creates the positive environment. This participation develops the quality of teacher student's relationship. Parents and family members also engage with teachers to increase the retention rates. So these engagement task reflect on society, friends, family mould the students to give a direction successfully completion of secondary education. Engage the students in class activities, regular attendance to show the low behavioral problems among students. Attendance of students shows that students come and participate in extracurricular activities in school and class. They always obtained higher marks in exams and give the long term outcomes in studies. Gordon (2000) has suggested discipline techniques. A teacher must apply in the classroom. Clarify and specify the rules and regulations of school and classroom that students must obey these rules. Parent's play active role they engaged with school to make a plan and policies of schools. It is the responsibility of parents to provide the healthy environment. give love and care because these factors develop behavioral problems among students.

CHAPTER 3

RESEARCH METHODOLOGY

Research is an art to investigate facts and to discover new knowledge in scientific way. It is a systematic method to define problems, formulating and testing hypothesis, collecting analyzing, interpreting data to find out the conclusion which concerned the problem. It always starts from some problem and to find out the answer of those questions with the application of scientific method. So the topic of this research was "Push and Pull Factors of Negative Social Behaviors among Secondary School Students in District Bahawalpur". The study on this topic was helpful for the parents, teachers and students to know about the factors who push and motivate the negative social behaviors among school students and then to eliminate these problems because the bright future of our nation depends on new generation. The young generation plays the important role of our national development and progress of country.

3.1 Population

The population was consisted of the Students of rural and urban areas of government schools in District Bahawalpur at secondary level. Their parents and teachers were also included in population. It was very difficult for the researcher to survey of all population. So the children of the age 14 to16 years were considered as a population of study.

3.2 Sample

Sampling is a process of selecting a number of individuals for a study. Sample represents the larger group of population from which they were selected. The population of the study was larger and scattered that is why sampling techniques was applied in this study. The sample was selected through random sampling. By using random sampling method, data are collected from 500 students, 290 parents, and 120 teachers. For knowing about the real situation. The samples of 250 were taken from rural school children and 250 from urban children from male and female schools at secondary level in district Bahawalpur. The 60 teachers from rural and urban school teachers were selected from district Bahawalpur, in which 130 were selected from rural parents and 160 from urban parents.

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Table 3.1

Showing the sample size of students' data

Sample	Gender	Rural	Urban	Total
Students	Male	125	125	250
	Female	125	125	250

Table 3.01 shows that125 male school students were selected from the population, Similarly 125 female students also included in this study. Both 250 male and 250 female respondents were equally selected from the whole population.

Table 3.2

Showing the sample size of parents' data

Sample	Gender	Rural	Urban	Total
Parents	Male	90	100	190
	Female	40	60	100

Table 3.2 reveals the sample size of parent's data. According to this table 90 male parents from rural areas and 100 male from urban areas were participated in this study. The total male parents were 190. Similarly, 40 female parents from rural areas and 60 females from urban were participated. The total responses were received 100 from female parents.

Table 3.3

Showing the sample size of teacher's data

Sample	Gender	Rural	Urban	Total
Students	Male	30	30	60
	Female	30	30	60

Table 3.3 shows that sample size from teachers' data. The 30 male teachers and 30 female teachers were participated as a part of the population. The total responses 120 teachers were included as a sample**.**

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3.3 Development of the Questionnaire's

The development of the questionnaire was the result of so many long and deep discussions with the help of honorable supervisor's guidance. The questionnaire was developed after literature review. The student's questionnaire consists of various demographic information which were:

1. personal data of children
2. personal data of their teachers
3. Personal data of their parents
4. Socio-economic condition of their parents
5. Living condition of their parents
6. Qualification of their parents
7. Reasons of negatives behaviors
8. Domestic, social, school cause of negatives behaviors
9. Different types of negatives behaviors exist in children
10. Motivating and de-motivating factors of negatives behaviors

3.4 Administration of Questionnaire & Data Collection

In this study, the researcher, herself visited the school personally and distributed the questionnaire among the students, parents and teachers and also observe the students in rural and urban school. The researcher gave the guideline and instructions about the statement of the questionnaires. The respondent gave the honest opinions about the statement of the questions.

3.5 Data Analysis

After Colleting the data from students, teachers and parents in rural and urban areas in district Bahawalpur. All the responses of the questionnaire were fed into the Microsoft excel programmers of computer. The data collected from the above mentioned tools, which was tabulated, analyzed and interpreted using percentage and statistical formulas. The conclusion was drawn on the basis of findings and then recommendations were made on the basis of data analysis.

CHAPTER 4

ANALYSIS OF DATA

Three separate questionnaires were administered to the students, parents and teachers. Every questionnaire sought their opinions regarding the existence of negative social behaviors among the students. The data collected from the three groups is presented here in these tables.

4.1   Data Collected from Students

Table 4.1

Gender

Gender	Frequency	Percentage
Male	241	48.2
Female	258	51.6
Total	500	100.0

Table 4.1 indicates that 48.2% male students participated in the study. Similarly, 51.6% of sampled students were females.

Table 4.2

Residential area

Residence	Frequency	Percentage
Rural	250	50.0
Urban	250	50.0
Total	500	100.0

Table 4.2 demonstrates that 50% of sampled students belong to rural areas whereas rest of 50% belongs to urban areas of the country.

Table 4.3

Family system

Family system	Frequency	Percentage
Joint family	257	51.4
Separate family	243	48.6
Total	500	100.0

Table 4.3 describes that 51.4% of students are the part of joint family system whereas rest of 48.6 % belongs to separate family system.

Table 4 .4

Father's Occupation

Father's occupation	Frequency	Percentage
Government job	172	34.4
Private job	121	24.2
Laborer	141	28.2
Others	66	13.2
Total	500	100.0

Table 4.4 shows that the fathers of 34.4% students are in government jobs and the fathers of 24.2% students have jobs in private sector. The Data show that the fathers of 28.2% of students are laborer whereas the fathers of 13.2% students have other professions.

Table 4.5

Father's Income (In Rupees)

Father's Income	Frequency	Percentage
5000-10000	301	60.2
11000-15000	78	15.6
16000-20000	53	10.6
21000-25000	29	5.8
26000-30000	14	2.8
Above RS.30000	25	5.0
Total	500	100.0

Table 4.5 shows that monthly income of the fathers of 60.2% students is between Rs.5000 to 10000 and the fathers of 15.6% students have Rs.10000-15000 monthly income. Data reveal that the fathers of 10.6% students have Rs.16000.20000 monthly income whereas 5.8% students' fathers have monthly income between Rs.21000 and 25000. The fathers of 2.8% students have Rs.26000-30000 monthly income and the fathers of 5% students have more than Rs.30000 monthly income.

Table 4.6

Mother's occupation

Mother's occupation	Frequency	Percentage
Household	431	86.2
Government employee	34	6.8
Private employee	11	2.2
Laborer	20	4.0
Others	2	0.4
Total	500	100.0

Table 4.6 shows that the mothers of 86.2% students perform household duties and the mothers of 6.8% students have jobs in government sector. The Data show that the mothers of 4% students are laborer. Similarly, the mothers of 4% students have joined other professions.

Table 4.7

Feel guilt when behave rudely

Statement	SDA & DA		SA & A	
	F	%	F	%
I feel guilt when behave rudely.	66	13.2	431	86.4

Table 4.7 shows that 86.4% of student's feel guilt when they behave rudely to others. Whereas remaining 13.2% students show disagree with the statement that they feel guilt when behave rudely.

Table 4.8

Acknowledging other's feelings

Statement	SDA & DA		SA & A	
	F	%	F	%
I do not care about the feelings of others.	303	60.6	197	39.4

Table 4.8 describes that 39.4% of students opine that they do not care about others' feeling whereas 60.6% of the students disagree with this idea.

Table 4.9

Start crying when angry

Statement	SDA & DA		SA & A	
	F	%	F	%
I start crying when I am angry.	314	62.8	186	37.2

Table 4.9 reveals that 37.2% of students disclose that they start crying when they angry. The data show that 62.8% of students are disagree with this statement.

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Table 4.10

Concerned others' feelings

Statement	SDA & DA		SA & A	
	F	%	F	%
I am concerned about the feelings of others.	90	18	410	82

Table 4.10 indicates that 82% of students opine that they concern about others' feelings whereas 18% of them disagree with the statement.

Table 4.11

Saying sorry

Statement	SDA & DA		SA & A	
	F	%	F	%
I say sorry to person hurt by me.	136	27.2	364	72.8

Table 4.11 shows that 72.8% of students accept that they say sorry when hurt someone whereas 27% of them deny this statement.

Table 4.12

Doing Wrong

Statement	SDA & DA		SA & A	
	F	%	F	%
I feel ashamed when I do something wrong.	74	14.8	426	85.2

Table 4.12 indicates that 85.2% of students report that they feel ashamed when do something wrong. The 14.8% of students are disagree with the statement.

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Table 4.13

Hurting others to win a game

Statement	SDA & DA		SA & A	
	F	%	F	%
I do not try to hurt other to win a game.	157	31.4	343	86.6

Table 4.13 reveals that 86.6% of the students opine that they do not hurt other to win game or any contest whereas 13.4% of students are disagree with the statement.

Table 4.14

Enjoy bad feelings.

Statement	SDA & DA		SA & A	
	F	%	F	%
I enjoy the bad feelings of others.	358	71.6	142	28.4

Table 4.14 indicates that 28.4% of students accept that they enjoy bad feelings of others whereas 71.6% students are disagree with the statement.

Table 4.15
Financial problems

Statement	SDA & DA		SA & A	
	F	%	F	%
My financial problems make me angry.	234	46.8	266	53.2

Table 4.15 reveals that 53.2% of students disclose that their financial problems make them angry. The 46.8% of students are disagree with the statement.

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Table 4.16

Family problems

Statement	SDA & DA		SA & A	
	F	%	F	%
My family problems disturb me.	234	46.8	266	53.2

Table 4.16 reveals that 53.2% of students report that family problem disturb their lives whereas 46.8% of students are disagree with the statement.

Table 4.17

Parents support in worst conditions

Statement	SDA & DA		SA & A	
	F	%	F	%
My parents support me even in the worst conditions.	96	19.2	404	80.8

Table 4.17 shows that 80.8% of students opine that their parents support them in the worst condition whereas 19% of students are disagree with the statement.

Table 4.18

Help of teachers

Statement	SDA & DA		SA & A	
	F	%	F	%
My teachers help me in studies.	74	14.8	426	85.2

Table 4.18 indicates that 85.2% of students report that their teachers help them in their studies whereas 14% of students show their disagreement with the statement.

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Table 4.19

Punctuality in studies

Statement	SDA & DA		SA & A	
	F	%	F	%
I am punctual in studies.	69	13.8	431	86.2

Table 4.19 describes that 86.2% of students claim that they are punctual in studies. The data shows that 13.8% of students are disagree with the statement.

Table 4.20

Cooperation with friends

Statement	SDA & DA		SA & A	
	F	%	F	%
I cooperate with friends.	67	13.4	433	86.6

Table 4.20 describes that 86.6% of students claim that they cooperate with their friends whereas rest of 13% students are disagree with the statement.

Table 4.21

Parents' appreciation

Statement	SDA & DA		SA & A	
	F	%	F	%
My parents appreciate me when I behave well.	87	17.4	413	82.6

Table 4.21 indicates that 82.6% of students accept that their parents appreciate them when they behave well with others whereas 17% of them do not accept this statement.

Table 4. 22

Responsibility of teachers in promoting negatives behaviors

Statement	SDA & DA		SA & A	
	F	%	F	%
Teachers are responsible for promoting the negatives social behaviors among secondary students.	316	63.2	184	36.8

Table 4.22 describes that 36.8% of students claim that teachers are responsible for promoting negative social behaviors among the students whereas rest of 63.2% students deny this statement.

Table 4.23

Role of family in promoting negatives behaviors

Statement	SDA & DA		SA & A	
	F	%	F	%
Negatives behaviors come from the students of misbehaving family setup.	225	45	274	54.9

Table 4.23 describes that 54.9% of students accept that negative behaviors comes through misbehaving family whereas 45% of them are disagree with this idea.

Table 4.24

Parent's conflicts

Statement	SDA & DA		SA & A	
	F	%	F	%
My parent's conflicts disturb me.	277	55.4	223	44.6

Table 4.24 describes that 44.6% of students claim that their parent's conflicts disturb their life. The rest of 55.4% students deny this idea.

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Table 4.25

Loneliness

Statement	SDA & DA		SA & A	
	F	%	F	%
I feel loneliness because of my parent's attitudes.	317	63.4	183	36.6

Table 4.25 describes that 36.6% of students accept that they feel loneliness because of their parent's attitudes 63.4% students are disagree with the statement.

Table 4.26

Teachers' behavior

Statement	SDA & DA		SA & A	
	F	%	F	%
My teachers behave rudely with me.	323	64.6	177	35.4

Table 4.26 shows that 35.4% of students disclose that their teacher behave rudely with them whereas rest of 64.6% students deny this statement.

Table 4.27

Parents' encouragement

Statement	SDA & DA		SA & A	
	F	%	F	%
My parents encourage me about my future plans.	120	24	380	76

Table 4.27 shows 76% of students report that their parents discussed their future plans with them whereas 24% of them are disagree with this idea.

Table 4.28

Reaction on teachers' scold

Statement	SDA & DA		SA & A	
	F	%	F	%
I become rude when teachers scold me.	334	66.8	166	33.2

Table 4.28 describes that 33.2% of students disclose that they become rude when teachers scold them whereas 66.8% of students deny this statement.

Table 4.29

Teasing Teachers

Statement	SDA & DA		SA & A	
	F	%	F	%
I feel comfort to tease my non favorable teachers.	339	67.8	161	32.2

Table 4.29 indicates that 32.2% of students feel comfort to tease non favorable teachers whereas rest of 67.8% students denies this idea.

Table 4.30

Try to tolerate when aggressive

Statement	SDA & DA		SA & A	
	F	%	F	%
I try to tolerate when I am aggressive.	112	22.4	388	77.6

Table 4.30 describes that 77.6% of students report that they try to tolerate when they are aggressive and 22.4% of them are disagree with the statement

Table 4.31

Feel unpleasant when alone.

Statement	SDA & DA		SA & A	
	F	%	F	%
I feel unpleasant when I am alone.	162	32.4	338	67.6

Table 4.31 indicates that 67.6% of students opine that they feel unpleasant when they are alone whereas 32.4% of them are disagree with the statements.

Table 4.32

Sources of students' negative behaviors

Sources	Frequency	Percentage
Home	19	3.8
Friends	73	14.6
School	67	13.4
Society	242	48.4
Media	99	19.8
Total	500	100.0

Table 4.32 describes that 3.8% students report that they get negative behaviors from home and 14.6% claim that they receive negative behaviors from their friends. The table shows that 13.4% of students disclose that school is a main place where they acquire negative behaviors and 48.4% of students report that they adopt negative behaviors from society. The 19.8% students opine that media is responsible for students' negative social behaviors.

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Table 4.33

Who responsible promote negative behaviors?

Statement	Frequency	Percentage
Parents	55	11.0
Teachers	39	7.8
School	147	29.4
Society	194	38.8
Media	65	13.0
Total	500	100.0

Table 4.33 describes that 11% of students claim that their parents are responsible for promoting negative behaviors among them and 7.8% of them opine that their teachers are responsible in this regard. The data show that 29.4% students opine that school are more responsible to promote negative behavior and 38.8% students claim that society are responsible for the promotion of negative behaviors whereas 13% students view that media are responsible in this regard.

Table 4.34

Studennt's Suggestion to eliminate negative behaviors

Statement	Frequency	Percentage
Training of social behavior and values	165	33
Religious education	130	26
Co-curricular activity	100	20
Improve financial condition of parents	60	12
Training of moral value	45	9
Total	500	100.0

Table 4.34 demonstrates that 33% of students opined that training of social behavior is most important for students and 26% were of the opinion that religious education is given to the students. Whereas 20% of students viewed that co-curricular activities must be focused for the development of positive behaviors among students and 12% of students had opined that parents should improve financial condition they fulfill the needs of students, and 9% of students viewed that training of moral values is necessary for the students to develop the positive behaviors among students.

4.2 Data Collected from Parents

Table 4.35

Gender

Gender	Frequency	Percentage
Fathers	215	74.1
Mothers	75	25.9
Total	290	100.0

Table 4.35 shows that among the 290 parents sampled for the current study 74.1% are fathers whereas 25.9% are mothers of college students.

Table 4.36

Residential Area

Residence	Frequency	Percentage
Rural	143	49.3
Urban	146	50.3
Total	290	100.0

Table 4.36 demonstrates that 49.3% of sampled parents belong to rural areas whereas rest of 50.3% belongs to urban areas of the country.

Table 4.37

Qualification

Qualification	Frequency	Percentage
Uneducated	31	10.7
Primary	50	17.1
Middle	61	21.0
Matric	70	24.5
FA/FSC	36	12.1
BA/BSC	25	8.6
MA/MSC	17	5.9
Total	290	100.0

Table 4.37 shows that 10.7% of the sampled parents are uneducated and 17.2% parents have primary educations. The Data show that the 21% of the parents have middle education whereas 24.1% of them have matriculation. The 12.4% parents have qualification intermediate and 8.6% of them have BA/BSc. The 5.9% of sampled parents have MA/MSc degrees.

Table 4.38

Profession of parents

Professional	Frequency	Percentage
Government job	86	29.7
Semi government job	36	12.4
Private job	47	16.2
Labourer	53	18.3
Own business	50	17.2
Others	18	6.2
Total	290	100.0

Table 4.38 shows that the 29.7% sampled parents are in government job and the 12.4% parents have semi government jobs. Data show that the 16.2% parents work in private sector and 18.3% of them are in laborer. The 17.2% parents run their own business and 6.2% work in other professions.

Table 4.39

Number of children

Number of children	Frequency	Percentage
1-2	36	12.4
3-4	124	42.8
5-6	95	32.8
7-8	27	9.3
9-10	8	2.8
Total	290	100.0

Table 4.39 reveals that 12.4% of selected parents have 01 to 02 children and 42.8% parents report that have 03 to 04 children. The 32.8% parents of 32.8% parents have 05 to 06 children and 9.3% parents have 07 to 08 children. Data show that 2.8% of sampled parents have 09 to 10 children.

Table 4.40

Mother's Tongue

Mother's Tongue	Frequency	Percentage
Urdu	63	21.7
Punjabi	179	61.7
Saraiki	48	16.6
Total	290	100.0

Table 4.40 shows that the mother's tongue of 21.7% sampled parents is Urdu whereas 61.7% parents report Punjabi as their mother tongue. The table reveals that the 16.6% parents tell Saraiki as their mother tongue.

Table 4.41

Ignoring aggressive behavior

Statement	SDA & DA		SA & A	
	F	%	F	%
You ignore the aggressive behavior of your child.	113	38.9	177	61.1

Table 4.41 reveals that the 61.1% of students' parents ignore the aggressive behavior of their child whereas the 38.9% parents disagree with the idea.

Table 4.42

Parents' discriminative behavior

Statement	SDA & DA		SA & A	
	F	%	F	%
You show the discriminative behavior to your child.	94	32.4	196	67.6

Table 4.42 describes that the 67.6% students' parents opine that they show discriminative behaviors with their child whereas 32.4% parents are disagree with this statement.

Table 4.43

Guide about future plans

Statement	SDA & DA		SA & A	
	F	%	F	%
You discuss about future plans of your child.	62	21.4	228	78.6

The table 4.43 reveals that 78.6% of students' parents report that they discuss the future plan of their child whereas 21.4% of parents are disagrees with the statement.

Table 4.44

Ignoring negative activities

Statement	SDA & DA		SA & A	
	F	%	F	%
You ignore negative activities of your child.	205	70.7	85	29.3

Table 4.44 describes that 29.3% of students' parents report that they ignore the negative activity of their child whereas the 70.7% parents deny the statement.

Table 4.45

Appreciate your child

Statement	SDA & DA		SA & A	
	F	%	F	%
You appreciate your child if he/she behaves well.	67	23.2	223	76.8

Table 4.45 describe that the 76.8% of students' parents report that they appreciate their child when he or she behaves well with others. The 23.2% of parents are disagree with the statement.

Table 4.46

Child hurts others.

Statement	SDA & DA		SA & A	
	F	%	F	%
Your child hurts others when he/she is angry.	157	54.1	133	50.9

Table 4.46 describes that 50.9% of students' parents opine that their child hurts others when he or she is angry. The 54.1% parents are disagree with the statement.

Table 4.47

Punishing your child

Statement	SDA & DA		SA & A	
	F	%	F	%
You punish your child according to the nature of negative behavior.	89	30.7	201	69.3

Table 4.47 indicates that 69.3% of students' parents accept that they punish their child according to the nature of negative behavior whereas 30.7% of parents are disagree with the statement.

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Table 4.48

Feels ashamed behaves rudely

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Your child feels ashamed when he/she behaves rudely to others.	111	38.3	179	61.8

Table 4.48 indicates that 61.8% of students' parents report that their child feels ashamed when he/she do something wrong whereas 38.3% of parents oppose this statement.

Table 4.49

Consoling your child

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
You console your child when he/she is aggressive.	81	28	209	72.1

Table 4.49 demonstrates that 72.1 % of students' parents report that they console their child when he/she is aggressive whereas 28% of parents reject this statement.

Table 4.50

Religious groups propagate ethnic differences

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Religious groups propagate ethnic differences among students.	129	44.5	161	55.6

Table 4.50 demonstrates that the 55.6% of students' parents claim that religious groups propagate ethnic differences among students whereas 44.5% of parents are disagree with the statement.

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Table 4.51

Teachers encourage negative behaviors

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Teachers encourage negative social behaviors among students.	169	58.3	121	41.7

Table 4.51 describes that the 41.7% of students' parents are agree with the statement that teachers are responsible to promote the negatives behaviors among students whereas 58.3% of parents are disagree with the statement

Table 4.52

Know about the friends of child

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
You know about the friends of your child.	94	32.4	196	67.6

Table 4.52 indicates that the 67.6% of students' parents opine that they know about the friends of their child whereas 32.4% parents are disagree with the statement.

Table 4.53

You know where your child

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
You know where your child when use to go.	50	17.3	240	82.8

Table 4.53 demonstrates that 82.8% of students' parents report that they know where child when used to go whereas 17% parents are disagree with the statement.

Table 4.54

Political background promotes negative activities

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Political background of students is a major cause for promoting negative activities among students.	89	30.6	201	69.4

Table 4.54 demonstrates that the 69.4% of students' parents claim that political background of students is major cause for promoting negative behavior among them. The 30.6% parents are disagree with the statement.

Table 4.55

Punishing your child

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
You punish your child when he/she does something wrong.	73	25.2	217	74.9

Table 4.55 describes that the 74.9% of students' parents accept that they punish their child when they do something wrong whereas 25.5% parents oppose the statement

Table 4.56

Crying when angry

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Your child starts crying when he/she gets angry	134	46.2	156	53.8

Table 4.56 indicates that the 53.8% of students' parents disclose that their child start crying when they get angry whereas 46% parents are disagree with the statement.

Table 4.57

Negative behaviors comes misbehaving family

Statement	SDA & DA		SA & A	
	F	%	F	%
Negative behaviors among students develop through misbehaving family setup.	125	43.1	165	56.9

Table 4.57 reveals that the 56.9% of students' parents report that negative behaviors among students are developed through misbehaving family setup. The 43% parents are disagree with this idea.

Table 4.58

When busy forget your child

Statement	SDA & DA		SA & A	
	F	%	F	%
When you are busy you forget where your child is.	181	62.4	109	37.6

Table 4.58 reveals that 37.6% of students' parents accept that when they are busy, they forget where their child is. The 62% parents report that they are disagree with the statement.

Table 4.59

Supporting negative behaviors

Statement	SDA & DA		SA & A	
	F	%	F	%
You support the negative behaviors of your child.	179	61.7	111	38.3

Table 4.59 demonstrates that 38.3% of students' parents support the negative behavior of their child whereas 61.7% parents oppose this idea.

Table 4.60

Take away money as punishment

Statement	SDA & DA		SA & A	
	F	%	F	%
You take away money or privileges from your child as punishment.	164	56.5	126	43.5

Table 4.60 describes that 43.5 % of parents accept the statement that they take money or privileges from their child as punishment. The 56.5% parents are disagree with the statement.

Table 4.61

Child takes interest in studies

Statement	SDA & DA		SA & A	
	F	%	F	%
Your child takes interest in their studies.	70	24.2	220	75.9

Table 4.61 describes that 75.9% of students' parents claim that their child take interest in studies whereas 24% of parents are disagree with the statement.

Table 4.62

Realizing mistakes

Statement	SDA & DA		SA & A	
	F	%	F	%
Your child realizes his/her mistake.	91	31.4	199	68.6

Table 4.62 indicates that 68.6% of students' parents accept that their child realizes his/her mistakes whereas 31% parents are disagree with the statement.

Table 4.63

Gets thing by imposing pressure

Statement	SDA & DA		SA & A	
	F	%	F	%
Your child gets anything by imposing pressure.	175	60.3	115	39.6

Table 4.63 shows that 39.6% of students' parents accept that their child gets things by imposing pressure. The 60.3% parents are disagree with the statement.

Table 4.64

Child's relationships

Statement	SDA & DA		SA & A	
	F	%	F	%
Your child does not have good relationship with family.	195	67.3	95	32.8

Table 4.64 describes that 32.8% of students' parents opine that their child does not have good relationships with family whereas 67.3% of parents are disagree with the statement

Table 4.65

Enjoying in making fun of others

Statement	SDA & DA		SA & A	
	F	%	F	%
Students enjoy to make fun of others.	171	59.3	119	41.7

Table 4.65 shows that 41.7% of students' parents report that their child enjoys making fun of others whereas 59.3% of parents are disagree with the statement.

Table 4.66

Teasing others

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Your child plans how to tease others.	193	66.5	97	33.4

Table 4.66 describes that 33.4% of students' parents disclose that their child plan how to tease others. The 66.5% of parents oppose this statement.

Table 4.67

Child hurts others

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Your child likes to hurt others.	179	61.8	111	38.3

Table 4.67 indicates that 38.3% of students' parents accepts that their child try to hurt others whereas 61.8% of parents are disagree with the statement.

Table 4.68

Child start fighting

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Your child starts fighting even on small matters.	169	58.2	121	41.8

Table 4.68 demonstrates that 41.8% of students' parents accept that their child start fighting on small issues whereas 58.2% parents are disagree with the statement.

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Table 4.69

Show aggressiveness

Statement	SDA & DA		SA & A	
	F	%	F	%
Your child shows aggressiveness by their behaviors.	129	44.5	161	55.5

Table 4.69 describes that the 55.5% of students' parents are agree with the statement that their child show the aggressiveness by their behaviors. The 44.5% of students' parents deny the statement.

Table 4.70

Dislikes the corrupt peoples

Statement	SDA & DA		SA & A	
	F	%	F	%
Your child dislikes the corrupt peoples of the society.	76	26.2	214	73.8

Table 4.70 indicates that 73.8% of students' parents disclose that their child dislikes the corrupt people of society. The 26.2% parents oppose this statement.

Table 4.71

Sources of negative behaviors

Sources	Frequency	Percentage
Home	4	1.4
Neighbor	18	6.2
School	58	20.0
Society	159	54.8
Media	51	17.6
Total	290	100.0

Table 4.71 describes that the 1.4% of students' parents opine that from the home students acquire negative behaviors and 6.2% parents claim that the neighbors are responsible in this regard. The data show that 20% of students' parents opine that school is the major factor of promoting negative behaviors whereas 54.8% parents claim that that society is responsible in this regard. The 17.6% of students' parents claim that media is the major cause to promote the negative behavior among school students.

Table 4.72

Who responsible promoting negative behaviors

Statement	Frequency	Percentage
Parents	22	7.6
Teachers	58	20
Friends	138	47.6
Class fellows	72	24.8
Total	290	100.0

Table 4.72 demonstrates that the 7.6% of students' parents accept that parents are responsible to promote negative behaviors among the students whereas 20% parents opine that teachers are responsible to promote negative behaviors. The 47.6% of

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students' parents argue that friends are responsible whereas 24.8% are agree that class fellows are responsible to promote negative behavior

Table 4.73

Suggestions to eliminate students' negative social behaviors

Suggestions	Frequency	Percentage
Training of social behaviors	98	33.7
Focused on religious education	73	25.1
Improve financial condition of parents	60	20.6
Focused on co—curricular activity	40	13.7
Training of moral values	20	6.8

Table 4.73 demonstrates about the opinion of the parents what they feel about training of their children. It was identified that 33.7% of the parents of students opined that training of social behavior is the most important factor for the students and 25.1% parents of students opined that the focus must be given to the religious education of students.20.6% of the parents of students had viewed for the improvement of the financial condition of parents as it is very important for the positive development of behaviors among students; and 13.7%of the parents of students had opined that co-curricular activities should be based upon improving and fulfilling the needs of students, and 6.8% of the parents of students had viewed that training of moral values was necessary for the students to develop the positive behaviors among students.

Data collected through the questionnaire from the teachers were analyzed in the form of graphs and table and interpreted item wise, given in the next page:

4.3 Data Collected from Teachers

Table 4.74

Gender

Gender	Frequency	Percentage
Male	60	50.0
Female	60	50.0
Total	120	100.0

Table 4.74 shows that 50% male teachers participated in the study. Similarly, 50% of sampled teachers were females.

Table 4.75

Residential Area

Residence	Frequency	Percentage
Rural	58	48.3
Urban	62	51.7
Total	120	100.0

Table 4.75 demonstrates that 48.3% of sampled teachers belong to rural areas and 51.7% teachers are from urban areas.

Table 4.76

Academic Qualification

Academic qualification	Frequency	Percentage
F.A/FSC	4	3.3
B.A/BSC	15	12.5
M.A/MSC	91	75.8
M.Phil	7	5.8
Phd	1	0.8
Others	2	1.7
Total	120	100.0

Table 4.76 shows that 3.3% of sampled teachers have academic qualifications of FA/Fsc. and 12.5% of the teachers have academic qualification of BA/B.Sc. Data show that 75.8% teachers have MA/M.Sc. and 5.8% have M.Phil. The 0.8% teachers have PhD. While 1.7% have others qualification.

Table 4.77

Professional   Qualification

Professional qualification	Frequency	Percentage
P.T.C	1	0.8
C.T	5	4.2
D.M	3	2.5
B.S.ED	3	2.5
B.ED	63	52.5
M.ED	45	37.5
Total	120	100.0

Table 4.77 shows that 0.8% of teachers have professional qualification of PTC and 4.2% of the teachers have CT course. The data reveal that 2.5% teachers have professional qualification of DM whereas 2.5% have B.S.Ed. The 52.5% teachers have B.Ed. and 37.5% Have M.Ed.

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Table 78

Students concerned others feelings

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Students are concerned about the feelings of Others.	20	16.7	100	83.4

Table 4.78 describes that 83.4% of teachers report that students are concerned about the feelings of others whereas 16.7% teachers are disagree with the statement.

Table 4.79

Take revenge when quarrels

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Students take revenge when some over quarrels with them.	62	50.8	58	49.1

Table 4.79 describes that 49.1of teachers report that students take revenge when quarrel with others fellows whereas 50.8% of teachers reject this statement.

Table 4.80

Support negative behavior

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Students support negative behaviors of their friends.	79	65.8	41	34.2

Table 4.80 indicates that 34.2% teachers agree with the statement that students support the negative behavior of their friends whereas 65.8% teachers are disagree with the statement.

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Table 4.81

Ignoring rude behaviors

Statement	SDA & DA		SA & A	
	F	%	F	%
Teachers ignore the rude behaviors of students.	54	45	66	55

Table 4.81 Show that the 55% teachers opine that they ignore the negative behaviors of students. The 54% teachers are disagree with the statement.

Table4.82

Teachers insult students

Statement	SDA & DA		SA & A	
	F	%	F	%
Teachers insult their students in class.	76	63.3	44	36.6

Table 4.82 shows that 36.6% teachers are agree with the statement that they insult students in class whereas 63.3% teachers oppose this statement.

Table 4.83

Realizing mistakes

Statement	SDA & DA		SA & A	
	F	%	F	%
Students realize their mistakes	40	33.3	80	66.6

Table 4.83 indicates that 66.6% of teachers are agree with the statement that student realizes their mistakes whereas 33% teachers are disagree with the statement.

Table 4.84

Hurting others

Statement	SDA & DA		SA & A	
	F	%	F	%
Students hurt others feelings.	87	72.5	33	27.5

Table 4.84 shows that 27.5% teacher accept that students hurt others feelings whereas 72.5% teachers are disagree with this idea.

Table 4.85

Discouraging negative behaviors

Statement	SDA & DA		SA & A	
	F	%	F	%
You motivate your students not to involve in negative behaviors.	36	30	84	70

Table 4.85 indicates that the 70% of teachers opine that they motivate students not to involve in negative behaviors whereas 30% of teachers are disagree with this statement.

Table 4.86

Hurting others when angry

Statement	SDA & DA		SA & A	
	F	%	F	%
Student hurt others when they are angry.	63	52.5	57	47.5

Table 4.86 shows that 47.5% of teachers disclose that students try to hurt others when they are angry whereas 52.5% teachers are disagree with this statement.

Table 4.87

Creating discipline problems

Statement	SDA & DA		SA & A	
	F	%	F	%
Students create discipline problems in class.	62	51.7	58	48.3

Table 4.87 reveals that 48.3 of teachers opine that students create discipline problems in classroom whereas 51.7% teachers reject this statement.

Table 4.88

Propagating negative behaviors

Statement	SDA & DA		SA & A	
	F	%	F	%
Religious groups propagate the negative behaviors among the school students.	79	65.8	41	34.2

Table 4.88 shows that 34.2% of the teachers report that religious group are responsible to promote the negative behavior among school students. The 65.8% teachers are disagree with this statement.

Table 4.89

Teachers promoting negative behaviors

Statement	SDA & DA		SA & A	
	F	%	F	%
Teachers promote the negative social behaviors among students.	72	76.6	28	23.4

Table 4.89 describes that 23.4% of the teachers accept that teachers are responsible to promote the negative behaviors among school students. The 76.6% of the teachers are disagree with the statement.

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Table 4.90

Getting thing imposing pressure

Statement	SDA & DA		SA & A	
	F	%	F	%
Students get anything by imposing pressure.	89	74.2	31	25.8

Table 4.90 shows that the 25.8% of teachers are agree that students get things by imposing pressure whereas 74.2% teachers are disagree with the statement.

Table 4.91

Enjoying in making fun

Statement	SDA & DA		SA & A	
	F	%	F	%
Students enjoy to make fun of others.	70	58.4	50	41.6

Table 4.91 shows that 41.6% of teachers claim that their students enjoy to make fun of others whereas 58.4% teachers are disagree with the statement.

Table 4.92

Students' reaction on teasing

Statement	SDA & DA		SA & A	
	F	%	F	%
When students are teased, they break things.	76	63.3	44	36.7

Table 4.92 reveals that the 36.7% teachers report that when students are teased they break things. The 63.3% teachers reject this statement.

Table 4.93

Start fighting

Statement	SDA & DA		SA & A	
	F	%	F	%
Students start fighting to get what they want.	78	65	42	35

Table 4.93 shows that 35% of teachers are agree with the statement that students start fighting to get what they students. The 65% teachers reject this idea.

Table 4.94

Excluding others from group

Statement	SDA & DA		SA & A	
	F	%	F	%
Students exclude others from group, if they do something wrong.	74	61.6	46	38.3

Table 4.94 indicates that 38.3% of teachers accept the statement that students exclude others from group if they do something wrong whereas 61.6% teachers are disagree with the statement.

Table 4.95

Appreciating when behave well

Statement	SDA & DA		SA & A	
	F	%	F	%
You appreciate your students if they behave well.	26	21.7	94	78.3

Table 4.95 shows that 78.3% teachers opine that they appreciate students when they behave well with others. The 21.7% teachers are disagree with the statement.

Table 4.96

Guiding your students

Statement	SDA & DA		SA & A	
	F	%	F	%
You guide your students about their future plans.	24	20	96	80

Table 4.96 shows that 80% of teachers claim that they guide their students about future plans whereas 20% of teachers are disagree with this idea.

Table 4.97

Planning to tease others

Statement	SDA & DA		SA & A	
	F	%	F	%
Students plan how to tease others	74	61.7	46	38.3

Table 4.97 demonstrates that 38.3% teachers report that students plan how to tease others. The 61.7% teachers are disagree with this statement.

Table 4.98

Bother other people's behavior

Statement	SDA & DA		SA & A	
	F	%	F	%
Students bother other people's behavior.	45	37.5	75	62.5

Table 4.98 describes that 62.5% teachers disclose that students bother others people behaviors whereas 37.5% teachers reject this statement.

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Table 4.99

Becoming aggressive

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Students become aggressive with teachers.	88	72.5	33	27.5

Table 4.99 shows that 27.5% of teachers report that students become aggressive with teachers whereas 72.5% teachers do not accept this statement

Table 4.100

Harassment among students

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Harassment is a common activity among school students.	87	72.5	33	27.5

Table 4.100 describes that 27.5% of teachers reveal that harassment is common activity among school students. The 72.5% teachers are disagree with the statement.

Table 4.101

Fighting on small matters

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Students start fighting on small matters.	57	47.5	63	52.5

Table 4.101 indicates that 52.5% teachers report that students start fighting on small issues. The 47.5% teachers are disagree with this statement.

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Table 4.102

School authority on students' behaviors

Statement	SDA & DA		SA & A	
	F	%	F	%
Misbehaving students are seriously treated by school authority.	76	63.3	44	36.6

Table 4.102 demonstrates that 36.6% teachers claim that misbehaving students are seriously treated by school authority. The 63.3% teachers are disagree with this statement.

Table 4.103

Smoking among students

Statement	SDA & DA		SA & A	
	F	%	F	%
Your students are involved in smoking.	99	82.5	21	17.5

Table 4.103 demonstrates that17.5% of teachers accept that their students are involved in smoking. The 82.5% of teachers are disagree with this idea.

Table 4.104

Using drugs

Statement	SDA & DA		SA & A	
	F	%	F	%
Your students are involved in drug.	92	76.6	28	23.3

Table 4.104 describes that 23.3% of teachers are agree with the statement that mostly students are involved in drugs whereas 76.6% teachers are disagree with the statement.

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Table 4.105

Disliking corrupt people

Statement	SDA & DA		SA & A	
	F	*%*	F	*%*
Secondary school students dislike the corrupt people of the society	45	37.5	75	62.5

Table 4.105 describes that 62.5% teachers accept that students dislike corrupt people of society. The 37.5% teachers are disagree with the statements.

Table 4.106

Sources of negative social behaviors

Statement	Frequency	Percentage
Home	2	1.7
Neighbor	1	.8
School	9	7.5
Society	72	60.0
Media	36	30.0
Total	120	100.0

Table 4.106 describe that 1.7% of teachers opine that home is the major place where students acquire negative social behaviors and 0.8% teachers claim that students acquire negative behaviors from neighbors. The 7.5% teachers say that school is the main place where students spent most of the time through which they receive negative behaviors whereas 60% of them claim that students acquire negative behaviors from society. The data show that 30% teachers disclose that media is responsible of negative social behaviors of students.

Table 4.107

Who responsible of promoting negative social behaviors

Statement	Frequency	Percentage
Parents	3	2.5
Teachers	6	5.0
Friends	71	59.2
Class fellows	40	33.3
Total	120	100.0

Table 4.107 describes that 2.5% of teachers opine that parents are responsible for promoting negative behavior among the students and 5% teachers accept that teachers are responsible of promoting negative behavior. The 59.2% teachers claim that friends are responsible for promoting negative social behaviors among students whereas 33.3% teachers accept that class fellows are responsible in this regard.

Table 4.108

Suggestions to eliminate negative behaviors of students

Statement	Frequency	Percentage
Training of social behaviors	37	30.8
Focused On religious education	32	26.6
Co-curricular activity	25	20.8
Financial condition of parents	15	12.5
Moral education	11	9

It is clear from the Table 4.108 that 33.8% of teachers said that social behaviors of the learner must be given more important other than other factors. Data identified 26.6% teachers accepted that religious education is one of the most important element givento the students. The 20.8% teachers claimed that co-curricular activity should be included in curriculum and 12.5% teachers agreed that financial condition of parents may be improved and the 9% teachers opined that focused may be given to moral education of students. It is clear from the data taken from the respondents that

significant number of the respondents think that social behavior development is required for the learners behavioral improvement.

CHAPTER 5
SUMMARY, FINNDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary

The main objective of the study was to find out the push and pull factors of negative social behavior of secondary school students. The study is helpful in developing appropriate strategies to eradicate the causes of negative behaviors among the students. It also provides guidelines to parents, teachers, curriculum developer, and educational policy maker, to reduce the causes of negative social behaviors. After reviewing the previous studies three separate questionnaires from parents, teachers and students were constructed for data collection. The questionnaires focus on investigating the causes of different negative social behaviors of secondary school students and factors that promote or reduce their existence among the students. The data was collected from 500 secondary school students, 290 parents and 120 teachers at secondary level in district Bahawalpur. The collected data were entered in SPSS files and statistical formulas were applied to meet the research objectives. Results were presented in the chapter 04 in tabulation form. The fifth chapter deals with research findings, related discussion and conclusions of the study. Recommendations to eradicate the factors that promote negative behaviors among the secondary school students are presented in the end of this chapter.

5.2 Findings

5.2.1 Data collected from Students

1. The study shows that 86.4% of student's feel guilt when they behave rudely to others. Whereas remaining 13.2% students show disagreement with the statement that they feel guilt when behave rudely.

2. Findings describe that 39.4% of student's opinion that they do not care about others' feeling whereas 60.6% of the students disagree with this idea.

3. The results reveal that 37.2% of students disclose that they start crying when they angry. The data show that 62.8% of students are disagree with this statement.

4. Findings indicate that 82% of students opinion that they concern about others' feelings whereas 18% of them disagree with the statement.

5. Findings show that 72.8% of students accept that they say sorry when hurt someone whereas 27% of them deny this statement.

6. The study indicates that 85.2% of students report that they feel ashamed when do something wrong. The 14.8% of students are disagree with the statement.

7. Findings reveal that 86.6% of the students opine that they do not hurt other to win game or any contest whereas 13.4% of students are disagree with the statement.

8. The Research indicates that 28.4% of students accept that they enjoy bad feelings of others whereas 71.6% students are disagree with the statement.

9. The study reveals that 53.2% of students disclose that their financial problems make them angry. The 46.8% of students are disagree with the statement.

10. The results reveal that 53.2% of students report that family problem disturb their lives whereas 46.8% of students are disagree with the statement.

11. The study shows that 80.8% of students opine that their parents support them in the worst condition whereas 19% of students are disagree with the statement.

12. Findings indicate that 85.2% of students report that their teachers help them in their studies whereas 14% of students show their disagreement with the statement.

13. The study describes that 86.2% of students claim that they are punctual in studies. The data shows that 13.8% of students are disagree with the statement.

14. The Research describes that 86.6% of students claim that they cooperate with their friends whereas rest of 13% students are disagree with the statement.

15. Findings indicate that 82.6% of students accept that their parents appreciate them when they behave well with others whereas 17% of them do not accept this statement.

16. The study describes that 36.8% of students claim that that teachers are responsible for promoting negative social behaviors among the students whereas rest of 63.2% students deny this statement.

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17. The results describe that 54.9% of students accept that negative behaviors comes through misbehaving family whereas 45% of them are disagree with this idea.

18. The results describe that 44.6% of students claim that their parent's conflicts disturb their life. The rest of 55.4% students deny this idea.

19. Findings describe that 36.6% of students accept that they feel loneliness because of their parent's attitudes 63.4% students are disagree with the statement.

20. The Research shows that 35.4% of students disclose that their teacher behave rudely with them whereas rest of 64.6% students deny this statement.

21. The results show 76% of students report that their parents discussed their future plans with them whereas 24% of them are disagree with this idea.

22. The study describes that 33.2% of students disclose that they become rude when teachers scold them whereas 66.8% of students deny this statement.

23. Findings indicate that 32.2% of students feel comfort to tease non favorable teachers whereas rest of 67.8% students denies this idea.

24. The results describe that 77.6% of students report that they try to tolerate when they are aggressive and 22.4% of them are disagree with the statement

25. The Research indicates that 67.6% of students opine that they feel unpleasant when they are alone whereas 32.4% of them are disagree with the statements

26. The study describe that 3.8% students report that they get negative behaviors from home and 14.6% claim that they receive negative behaviors from their friends. The study shows that 13.4% of students disclose that school is a main place where they acquire negative behaviors and 48.4% of students report that they adopt negative behaviors from society. The 19.8% students opine that media is responsible for students' negative social behaviors.

27. Findings describe that 11% of students claim that their parents are responsible for promoting negative behaviors among them and 7.8% of them opine that their teachers are responsible in this regard.

5.2.2 Data Collected from Parents

1. The results reveal that the 61.1% of students' parents ignore the aggressive behavior of their child whereas the 38.9% parents disagree with the idea.

2. The Research reveal that 78.6% of students' parents report that they discuss the future plan of their child whereas 21.4% of parents are disagrees with the statement.

3. Findings describe that 29.3% of students' parents report that they ignore the negative activity of their child whereas the 70.7% parents deny the statement.

4. The study describe that the 76.9% of students' parents report that they appreciate their child when he or she behaves well with others. The 23.2% of parents are disagree with the statement.

5. The results indicate that 69.3% of students' parents accept that they punish their child according to the nature of negative behavior whereas 30.7% of parents are disagree with the statement.

6. The study indicates that 61.8% of students' parents report that their child feels ashamed when he/she do something wrong whereas 38.3% of parents oppose this statement.

7. Findings demonstrate that 72.1 % of students' parents report that they console their child when he/she is aggressive whereas 28% of parents reject this statement.

8. Data demonstrate that the 55.6% of students' parents claim that religious groups propagate ethnic differences among students whereas 44.5% of parents disagree with the statement.

9. Findings describe that the 41.7% of students' parents are agree with the statement that teachers are responsible to promote the negatives behaviors among students whereas 58.3% of parents are disagree with the statement

10. The Research indicates that the 67.6% of students' parents opine that they know about the friends of their child whereas 32.4% parents are disagree with the statement.

11. The study demonstrates that 82.8% of students' parents report that they know where child when used to go whereas 17% parents are disagree with the statement.

12. Findings demonstrate that the 69.4% of students' parents claim that political background of students is major cause for promoting negative behavior among them. The 30.6% parents disagree with the statement.

13. The Research describes that the 74.9% of students' parents accept that they punish their child when they do something wrong whereas 25.5% parents oppose the statement.

14. The results indicate that the 53.8% of students' parents disclose that their child start crying when they get angry whereas 46% parents are disagree with the statement.

15. The study reveals that the 56.9% of students' parents report that negative behaviors among students are developed through misbehaving family setup. The 43% parents are disagree with this idea.

16. Findings reveal that 37.6% of students' parents accept that when they are busy, they forget where their child is. The 62% parents report that they are disagree with the statement.

17. The Research demonstrates that 38.3% of students' parents support the negative behavior of their child whereas 61.7% parents oppose this idea.

18. The study describes that 43.5 % of parents accept the statement that they take money or privileges from their child as punishment. The 56.5% parents are disagree with the statement.

19. Findings describe that 75.9% of students' parents claim that their child take interest in studies whereas 24% of parents are disagree with the statement.

20. The results indicate that 68.6% of students' parents accept that their child realizes his/her mistakes whereas 31% parents are disagree with the statement.

21. The study shows that 39.6% of students' parents accept that their child gets things by imposing pressure. The 60.3% parents are disagree with the statement.

22. Data describe that 32.8% of students' parents opine that their child does not have good relationships with family whereas 67.3% of parents are disagree with the statement

23. Findings show that 41.7% of students' parents reveal that their child enjoys making fun of others whereas 59.3% of parents are disagree with the statement.

24. The Research describes that 33.4% of students' parents disclose that their child plan how to tease others. The 66.5% of parents oppose this statement.

25. Findings indicate that 38.3% of students' parents accepts that their child try to hurt others whereas 61.8% of parents are disagree with the statement.

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26. Data demonstrate that 41.8% of students' parents accept that their child start fighting on small issues whereas 58.2% parents are disagree with the statement.

27. The study describes that the 55.5% of students' parents are agree with the statement that their child show the aggressiveness by their behaviors. The 44.5% of students' parents deny the statement.

28. The Research indicates that 73.8% of students' parents disclose that their child dislikes the corrupt people of society. The 26.2% parents oppose this statement.

29. Findings describe that the 1.4% of students' parents opine that from the home students acquire negative behaviors and 6.2% parents claim that the neighbors are responsible in this regard. The data show that 20% of students' parents opine that school is the major factor of promoting negative behaviors whereas 54.8% parents claim that that society is responsible in this regard. The 17.6% of students' parents claim that media is the major cause to promote the negative behavior among school students

30. The study demonstrates that the 7.6% of students' parents accept that parents are responsible to promote negative behaviors among the students whereas 19.7% parents opine that teachers are responsible to promote negative behaviors. The 47.6% of students' parents argue that friends are responsible whereas 24.8% are agree that class fellows are responsible to promote negative behavior.

5.2.3   Data Collected from Teachers

1. Findings describe that 83.4% of teachers report that students are concerned about the feelings of others whereas 16.7% teachers are disagree with the statement.

2. The results describe that 49.1of teachers report that students take revenge when quarrel with others fellows whereas 50.8% of teachers reject this statement.

3. Findings indicate that 34.2% teachers agree with the statement that students support the negative behavior of their friends whereas 65.8% teachers are disagree with the statement.

4. Findings show that the 55% teachers opine that they ignore the negative behaviors of students. The 54% teachers are disagree with the statement.

5. Findings show that 36.6% teachers are agree with the statement that they insult students in class whereas 63.3% teachers oppose this statement.

6. The study indicates that 66.6% of teachers are agree with the statement that student realizes their mistakes whereas 33% teachers are disagree with the statement.

7. The Research shows that 30.5% teacher accept that students hurt others feelings whereas 72.5% teachers are disagree with this idea.

8. The results indicate that the 70% of teachers opine that they motivate students not to involve in negative behaviors whereas 30% of teachers are disagree with this statement.

9. Findings show that 47.5% of teachers disclose that students try to hurt others when they are angry whereas 52.5% teachers are disagree with this statement.

10. The study reveals that 48.3 of teachers opine that students create discipline problems in classroom whereas 51.7% teachers reject this statement.

11. Data shows that 34.2% of the teachers report that religious group are responsible to promote the negative behavior among school students. The 65.8% teachers are disagree with this statement.

12. The Research describes that 23.4% of the teachers accept that teachers are responsible to promote the negative behaviors among school students. The 76.6% of the teachers are disagree with the statement.

13. The study shows that the 25.8% of teachers are agree that students get things by imposing pressure whereas 74.2% teachers are disagree with the statement.

14. Findings show that 41.6% of teachers claim that their students enjoy to make fun of others whereas 58.4% teachers are disagree with the statement.

15. The Research reveals that the 36.7% teachers report that when students are teased they break things. The 63.3% teachers reject this statement.

16. Data shows that 35% of teachers are agree with the statement that students start fighting to get what they students. The 65% teachers reject this idea.

17. The study indicates that 38.3% of teachers accept the statement that students exclude others from group if they do something wrong whereas 61.6% teachers are disagree with the statement.

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18. Findings show that 78.3% teachers opine that they appreciate students when they behave well with others. The 21.7% teachers are disagree with the statement.

19. The Research shows that 80% of teachers claim that they guide their students about future plans whereas 20% of teachers are disagree with this idea.

20. Data demonstrate that 38.3% teachers report that students plan how to tease others. The 61.7% teachers are disagree with this statement.

21. The study describes that 62.5% teachers disclose that students bother others people behaviors whereas 37.5% teachers reject this statement.

22. The study shows that 27.5% of teachers report that students become aggressive with teachers whereas 72.5% teachers do not accept this statement

23. Findings describe that 27.5% of teachers reveal that harassment is common activity among school students. The 72.5% teachers are disagree with the statement.

24. The Research indicates that 52.5% teachers report that students start fighting on small issues. The 47.5% teachers are disagree with this statement.

25. The Research demonstrates that 36.6% teachers claim that misbehaving students are seriously treated by school authority. The 63.3% teachers are disagree with this statement.

26. Findings demonstrate that17.5% of teachers accept that their students are involved in smoking. The 82.5% of teachers are disagree with this idea.

27. The results describe that 23.3% of teachers are agree with the statement that mostly students are involved in drugs whereas 76.6% teachers are disagree with the statement.

28. The study describes that 62.5% teachers accept that students dislike corrupt people of society. The 37.5% teachers are disagree with the statements.

29. The study describe that 1.7% of teachers opine that home is the major place where students acquire negative social behaviors and 0.8% teachers claim that students acquire negative behaviors from neighbors. The 7.5% teachers say that school is the main place where students spent most of the time through which they receive negative behaviors whereas 60% of them claim that students acquire negative behaviors from society. The data show that 30% teachers disclose that media is responsible of negative social behaviors of students.

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30. Data show that 2.5% of teachers opine that parents are responsible for promoting negative behavior among the students and 5% teachers accept that teachers are responsible of promoting negative behavior. The 59.2% teachers claim that friends are responsible for promoting negative social behaviors among students whereas 33.3% teachers accept that class fellows are responsible in this regard.

5.3 Discussion

The study was conducted to explore causes of negative social behaviors among students. The data was collected by administering three separate questionnaires to students, parents and teachers at secondary school in district Bahawalpur. The study demonstrates that lot of factors affect the negatives behaviors of students. These factors include parents' conflicts, misbehaving family setup, peer pressures, bullying teachers' insulting behaviors and student's psychological and personal problems. Parents' conflicts, separation, and quarreling psychologically affect the child behaviors. These causes de-motivate the students and they lost interest in studies. Consequently, they move towards anti-social behaviors like teasing, threading, bullying, verbal abuse, physical threat, smoking, drinking and using drugs. Parents' financial conditions, socioeconomic status, and family background effect positive character buildings.

Different educational related factors such as teachers' rude behaviors, teasing and insulting behaviors in classroom, old syllabus, traditional teaching method, and lack of moral training of students also play negative role in students' character building. These factors de-motivate students for their studies. Students in these circumstances violate the institutions' rules and behave roughly. These educational factors promote negative behaviors among students.

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5.4 Conclusions

The following conclusions were drawn after detailed discussion:

Objective1:

1. The study concludes that majority of students feel guilt when they behave rudely to others.
2. Findings describe that majority of the students disagree with the idea that they do not care about others' feeling
3. The results conclude that large number of students do not start crying when they angry.
4. The study concludes that simple majority of students disclose that their financial problems make them angry.
5. The results conclude that large number of the students report that family problem disturb their lives.
6. The results describe that majority of students accept that negative behaviors comes through misbehaving family.
7. Data demonstrate that the large number of students' parents claim that religious groups propagate ethnic differences among students.
8. The Research concludes that large number teachers report that students start fighting on small issues.

Objective 2:

9. The results conclude that the large number of parents ignore the aggressive behavior of their child.
10. The Research concludes that majority of parents report that they discuss the future plan of their child.
11. The study describes that the large number of parents report that they appreciate their child when he or she behaves well with others.
12. The results conclude that majority of parents accept that they punish their child according to the nature of negative behavior.
13. The study concludes that majority of parents report that their child feels ashamed when he/she do something wrong.

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14. Findings demonstrate that large number of students' parents report that they console their child when he/she is aggressive.

15. The Research concludes that the majority of students' parents opine that they know about the friends of their child.

16. The study demonstrates that majority of students' parents report that they know where child when used to go.

17. The study concludes that large number teachers accept that students dislike corrupt people of society.

18. Findings describe that majority of teachers' disregard that harassment is common activity among school students.

19. The Research concludes that large number of teachers claim that they guide their students about future plans.

Objective 3:

20. Findings conclude that majority of students opine that they concern about others' feelings.

21. Findings show that majority of students accept that they say sorry when hurt someone.

22. The study concludes that large number of students report that they feel ashamed when do something wrong.

23. Findings conclude that majority of the students opine that they do not hurt other to win game or any contest.

24. The study concludes that majority of students opine that their parents support them in the worst condition.

25. Findings conclude that large number of students report that their teachers help them in their studies.

26. The study concludes that majority of students claim that they are punctual in studies.

27. The Research concludes that large number of the students claims that they cooperate with their friends.

28. Findings conclude that majority of students accept that their parents appreciate them when they behave well with others.

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29. The results show that majority of students report that their parents discussed their future plans with them.

30. The results describe that large number of students report that they try to tolerate when they are aggressive.

31. The Research concludes that majority of students opine that they feel unpleasant when they are alone whereas 32.4% of them are disagree with the statements

32. Findings demonstrate that the large number of students' parents claim that political background of students is major cause for promoting negative behavior among them.

33. The Research concludes that the majority of students' parents accept that they punish their child when they do something wrong.

34. The results conclude that the large number of students' parents disclose that their child start crying when they get angry.

35. The study concludes that the majority of students' parents report that negative behaviors among students are developed through misbehaving family setup.

36. Findings describe that majority of students' parents claim that their child takes interest in studies.

37. The results conclude that large numbers of students' parents accept that their child realizes his/her mistakes.

38. The study concludes that the majority of students' parents are agree with the statement that their child show the aggressiveness by their behaviors.

39. The Research concludes that majority of students' parents disclose that their child dislikes the corrupt people of society.

40. Findings describe that large number of teachers report that students are concerned about the feelings of others.

41. Findings show that the large number of teachers opines that they ignore the negative behaviors of students.

42. The study concludes that majority of teachers are agree with the statement that student realizes their mistakes.

43. The results conclude that the majority of teachers opine that they motivate students not to involve in negative behaviors.

44. Findings show that large number of teachers rejects that students try to hurt others when they are angry.

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45. Data concludes that majority of the teachers oppose that religious group are responsible to promote the negative behavior among school students.

46. Findings show that majority teachers opine that they appreciate students when they behave well with others.

47. The study concludes that majority teachers disclose that students bother others people behaviors.

5.5 Recommendations

After detail discussion on research findings, the study recommend following measures to eliminate negative social behaviors of secondary school students of District Bahawalpur.

- Teachers should understand their role and responsibilities. They should play effective role in developing positive behaviors among students. They should understand the students learning needs and give proper guidance. For this purpose in-service teacher training programs with a special focus on teacher role and responsibilities should be arranged. These trainings will enable the teachers to realize students' problems and making decisions to reduce factors that affect the students' behaviors.

- Teachers should focus on transmitting Islamic ideology to the students, delivering them basic knowledge of Islamic values. The students should be presented with practical examples from the Holy life of our Beloved Prophet PBUH. Teachers should also behave friendly with students and strive to create a positive learning environment in classroom.

- School can play positive role in eradicating the negative behaviors among students. School should arranged games and co-curricular activities in which students participate and build up the social relations

- Media must produce and transmit programs incorporating moral lessons underpinning our social values to promote positive social behavior among the audiences particularly students.

- Parents should behave equally to all their children. They do not show any discriminative behaviors towards their children.

- Parents should be friendly with their children and should present themselves as a role model. They must provide the students basic knowledge of Islamic values, norms, rituals and traditions necessary for promoting our culture.

- Parents and teachers should try to appreciate their children when they behave well. This strategy will serve as a positive reinforcement to the young ones.

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APPENDIX – A

Push and Pull factors of Negative Social Behavior among Secondary School

Students in District Bahawalpur

Dear students!

I am working on M. Phil research project entitled "Push and Pull factors of negative social behaviors among secondary school students in district Bahawalpur." Your opinion is important for this research. Please respond the following statements by putting a tick (√) in the relevant box against the item. Express yourself in writing where-ever it is necessary. Your honest opinion will improve the credibility of research. The information provide by you will be kept confidential and use for research purpose only. Thanks.

Your Sincerely.

Shaista Noreen, M.Phil Scholar

Department of Education

The Islamia University of Bahawalpur

Personal information

Class: ……………… 　　　　**School:** …………………………………….

Gender: Male ☐ Female ☐ 　**Residential area:** 　Rural ☐ 　Urban ☐

Family system: Joint family system ☐ 　Separate family system ☐

Father's occupation: Government Job ☐ 　　Private sector ☐ 　Labourer ☐
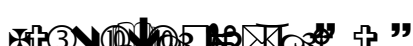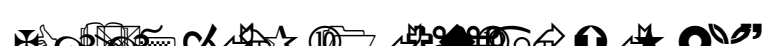
 Others please mention: ……………

Father's income: Rs5000-10000 ☐ 　Rs11000-150000 ☐ 　Rs16000-20000 ☐

　　　　　　　　　Rs. 21000-25000 ☐ 　Rs. 26000-30000 ☐ 　Above Rs.30000 ☐

Mother's occupation: Household ☐ 　　Government employee ☐

　　　　　　　Private employee ☐

　　　　　Labourer others (please mention)……………………

Questionnaire

Sr. #	Statement	SA	A	DA	SDA
1	I feel guilty when I behave rudely.	4	3	2	1
2	I do not care about the feelings of others.	4	3	2	1
3	I start crying when I am angry.	4	3	2	1
4	I am concerned about the feelings of others.	4	3	2	1
5	I say sorry to person hurts by me.	4	3	2	1
6	I feel ashamed when I do something wrong.	4	3	2	1
7	I do not try to hurt other to win a game.	4	3	2	1
8	I enjoy the bad feelings of others.	4	3	2	1
9	My financial problems make me angry.	4	3	2	1
10	My family problems disturb me.	4	3	2	1
11	My parents support me even in the worst conditions.	4	3	2	1

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		4	3	2	1
12	My teachers help me in studies. ❺☞ �⁏⌢ ⁏⁕	4	3	2	1
13	I am punctual in studies. ⁏ ⁕	4	3	2	1
14	I cooperate with friends. ⁏ ⁕	4	3	2	1
15	My parents appreciate me when I behave well. ❺☞ ⁕	4	3	2	1
16	Teachers are responsible for promoting the negatives social behaviors among secondary schools students. ❺ ⁕	4	3	2	1
17	Negatives behaviors come from the students of misbehaving family setup. ⁕	4	3	2	1
18	My parents' conflicts disturb me. ☞ ⁕	4	3	2	1
19	I feel loneliness because of my parent's attitudes. ⁕	4	3	2	1
20	My teachers behave rudely with me. ❺☞ ⁕	4	3	2	1
21	My parents encourage me about my future plans. ❺☞ ⁕	4	3	2	1
22	I become rude when teachers scold me. ❺ ⁕	4	3	2	1
23	I feel comfort to tease my non favorable teachers. ⁕	4	3	2	1
24	I try to tolerate when I am aggressive. ⁕	4	3	2	1

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25	I feel unpleasant when I am alone.	4	3	2	1

26. From where students get the negative social behaviors?

a) Home ☐   b) Friends ☐   c) School ☐   d) Society ☐   e) Media ☐

27. Who is more responsible for promoting the negative social behaviors among the school students?

a) Parents ☐   b) Teachers ☐   c) School ☐   d) Society ☐   e) Media

28. Give suggestions for the eradication of the negative social behaviors of the secondary school students.

a)……………………………………………………………………………………

b)……………………………………………………………………………………

c)……………………………………………………………………………………

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Appendix – B

Push and Pull factors of Negative Social Behavior among Secondary School

Students in District Bahawalpur

Respected Parents!

I am working on M. Phil research project entitled "push and pull factors of negative social behaviors among secondary school students in district Bahawalpur." Your opinion is important for this research. Please respond the following statements by putting a tick (√) in the relevant box against each item. Express yourself in writing where ever it is necessary. Your honest opinion will improve the credibility of this study. The information provided by you will be kept confidential and use for research purpose only. Thanks in anticipation.

Yours Sincerely

Shaista Noreen, M Phil Scholar
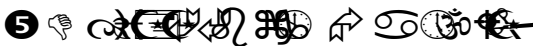
Department of Education
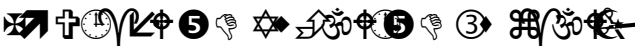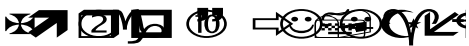
The Islamia University of Bahawalpur

Personal information

Gender: Male ____ Female ☐   **Age:** ………… years

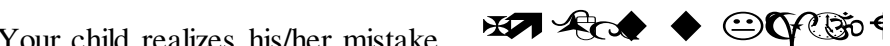**Residential Area:** Rural ☐   Urban ☐

Qualification: Uneducated ☐   Primary ☐   Middle ☐   Matric ☐

       FA/FSc ☐   BA/BSC ☐   MA/MSc ☐

       Others ☐

Professional: Government job ☐   Semi government job ☐   Private job ☐

     Labourer Own Business ☐   Others (mention please)………….. ☐

Number of children: 1-2 ☐   3-4 ☐   5-6 ☐   7-8 ☐   9-10 ☐

Mother Tongue: Urdu ☐   Punjabi ☐   Saraiki ☐

Family income: Rs5000-10000 ☐   Rs11000-150000 ☐   Rs16000-20000 ☐

     Rs. 21000-25000 ☐   Rs. 26000-30000 ☐   AboveRs.30000 ☐

Type of family: Joint Family ☐   Separate family ☐

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Questionnaire

Sr. #	Statement	SA	A	DA	SDA
1	You ignore the aggressive behavior of your child.	4	3	2	1
2	You show the discriminative behavior to your child.	4	3	2	1
3	You discuss about future plans of your child.	4	3	2	1
4	You ignore negative activities of your child.	4	3	2	1
5	You appreciate your child if he/she behaves well.	4	3	2	1
6	Your child hurts others when he/she is angry.	4	3	2	1
7	You punish your child according to the nature of negative behavior.	4	3	2	1
8	Your child feels ashamed when he/she behaves rudely to others.	4	3	2	1
9	You console your child when he/she is aggressive.	4	3	2	1
10	Religious groups propagate ethnic differences among students.	4	3	2	1
11	Teachers encourage negative social behaviors among students.	4	3	2	1
12	You know about the friends of your child.	4	3	2	1

13	You know where your child when use to go.	4	3	2	1
14	Political background of students is a major cause for promoting negative activities among students.	4	3	2	1
15	You punish your child when he/she does something wrong.	4	3	2	1
16	Your child starts crying when he/she gets angry.	4	3	2	1
17	Negative behaviors among students develop through misbehaving family setup.	4	3	2	1
18	When you are busy you forget where your child is.	4	3	2	1
19	You support the negative behaviors of your child.	4	3	2	1
20	You take away money or privileges from your child as punishment.	4	3	2	1
21	Your child takes interest in their studies.	4	3	2	1
22	Your child realizes his/her mistake.	4	3	2	1
23	Your child gets anything by imposing pressure.	4	3	2	1
24	Your child does not have good relationship with family.	4	3	2	1
25	Students enjoy to make fun of others.	4	3	2	1

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26	Your child plans how to tease others.	4	3	2	1
27	Your child likes to hurt others.	4	3	2	1
28	Your child starts fighting even on small matters.	4	3	2	1
29	Your child shows aggressiveness by their behaviors.	4	3	2	1
30	Your child dislikes the corrupt peoples of the society.	4	3	2	1

31. Your child mostly acquires negative social behaviors from

a) Home ☐   b) Neighbors ☐   c) School ☐   d) Society ☐   e) Media ☐

32. Who is more responsible for promoting the negative social behaviors among the

secondary school students?

a) Parents ☐   b) Teachers ☐   c) friends ☐   d) class fellows   ☐

33. Give suggestions for the eradication of the negative social behaviors among the school students.

a)………………………………………………………………………………………

b)………………………………………………………………………………………

C)……………………………………………………………………………………..

APPENDIX – C

Push and Pull factors of Negative Social Behavior among Secondary School
Students in District Bahawalpur

Respected Teachers:

I am working on M. Phil research project entitled "push and pull factors of negative social behaviors among secondary school students in district Bahawalpur." Your opinion is important for this research. Please respond the following statements by putting a tick (√) in the relevant box against the item. Express yourself in writing where-ever it is necessary. Your honest opinion will improve the credibility of research. The information by you will be kept confidential and use for research purpose only. Thanks.

Yours Sincerely

Shaista Noreen, M.Phil. Scholar

Department of Education

The Islamia University of Bahawalpur

Personal information

Gender: Male ☐ Female ☐ **Residential Area:** Rural ☐ Urban ☐

Academic Qualifications: F.A/Fsc ☐ B.A/B.Sc ☐ M.A/M.Sc ☐ M.phil ☐

Ph.D ☐ Any others mention please……………

Professional Qualification: PTC ☐ C.T ☐ DM ☐ B,S.Ed ☐

B.Ed ☐ M.Ed ☐

Questionnaire

Sr. #	Statement	SA	A	DA	SDA
1	Students are concerned about the feelings of others.	4	3	2	1
2	Students take revenge when some over quarrels with them.	4	3	2	1

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3	Students support negative behaviors of their friends.	4	3	2	1
	❺ ✍				
4	Teachers ignore the rude behaviors of students.	4	3	2	1
	❺ ✍				
5	Teachers insult their students in class. ❺ ✍	4	3	2	1
6	Students realize their mistakes. ❺ ✍	4	3	2	1
7	Students hurt others feelings. ❺ ✍	4	3	2	1
8	You motivate your students not to involve in negative behaviors.	4	3	2	1
	❺				
9	Student hurt others when they are angry.	4	3	2	1
	❺ ✍				
10	Students create discipline problems in class.	4	3	2	1
	❺ ✍				
11	Religious groups propagate the negative behaviors among the school students. ❺	4	3	2	1
12	Teachers promote the negative social behaviors among students.	4	3	2	1
	❺				
13	Students get anything by imposing pressure.	4	3	2	1
	❺				
14	Students enjoy to make fun of others.	4	3	2	1
	❺ ✍				
15	When students are teased, they break things.	4	3	2	1
	❺ ✍				
16	Students start fighting to get what they want.	4	3	2	1
	❺				
17	Students exclude others from group, if they do something wrong.	4	3	2	1
18	You appreciate your students if they behave well.	4	3	2	1
	❺ ✍				
19	You guide your students about their future plans.	4	3	2	1
	❺ ✍				

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20	Students plan how to tease others	4	3	2	1
21	Students bother other people's behavior.	4	3	2	1
22	Students become aggressive with teachers.	4	3	2	1
23	Harassment is a common activity among school students.	4	3	2	1
24	Students start fighting on small matters.	4	3	2	1
25	Misbehaving students are seriously treated by school authority.	4	3	2	1
26	Your students are involved in smoking.	4	3	2	1
27	Your students are involved in drug.	4	3	2	1
28	Secondary school students dislike the corrupt people of the society.	4	3	2	1

29. From where students usually acquire negative social behaviors?

a) Home ☐   b) Neighbors ☐   c) school ☐   d) society ☐   e) media ☐

30. Who is more responsible for promoting negative social behaviors among school

students?

a)   Parents ☐   b) Teachers ☐   c) Friends ☐   d) Class fellows ☐

31. Give suggestions for the eradication of the negative social behaviors of the secondary school students.

a)……………………………………………………………………………………………

b)……………………………………………………………………………………………

c)……………………………………………………………………………………………

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